



## NPA students travel to Indonesia



PHOTO COURTESY OF CHANTELE LEATHERWOOD  
**Olivia McGahan and Mikayla Collins make art during their time in Bali. The trip was structured around sustainable immersion and was organized through Green Camp, an organization that aims to teach students how to protect the environment through holistic learning.**

**By Talavan Cohen**  
*Staff Writer*

In the spring of 2017, Laird Leatherwood returned to the archipelago nation of Indonesia, where he spent the better part of his middle school years, as part of an NPA trip to the island of Bali. During his freshman year, Leatherwood heard about a trip to Japan being organized. This inspired him to talk to Marceau Verdiere, NPA's french teacher and international travel coordinator, about the possibility of planning a trip to Bali. "The fact that I'd lived there made Indonesia a very good choice for a trip because I knew enough about the country that traveling in it was a lot easier to plan than, say, a trip to China or Japan," Leatherwood explained. The hope was that Leatherwood's local connections and prior familiarity would result in an easy to plan and relatively hassle free experience. He initially imagined an expansive island-hopping tour structured around contacts in different

places that would include, for instance, a stop at Gunung Leuser National Park, home to a notable orangutan sanctuary. However, these plans were ultimately scrapped due to shifting logistical realities. An initial lack of student interest made it clear that the proposed trip needed to be changed. Finding willing host families would be difficult as would constructing a new schedule. The eventual solution was to restructure the students' entire Indonesia experience around sustainable immersion. This was organized through an organization based in Bali known as Green Camp that aims to teach international students how to protect the environment through holistic learning. "Once we started talking to Green Camp, we realized that the programs they could offer to us were much more along the lines of a traditional NPA trip and much more what we wanted than, say, if we were staying in a villa or something," Leatherwood explained. Upon arriving at Green Camp,

the group's first order of business was taking a tour of the camp which is set on the campus of the innovative Green School. Founded in 2006 by John Hardy & Cynthia Hardy, it now enrolls over 400 students. "We got to see the heart of their school, which is this incredible bamboo structure," NPA senior Tori Roberts said. "We saw their beehives, their aviary, their gardens—and then we climbed up a coconut tree." Having somewhat gotten their bearings, it was time for the travelers to embark on the cavalcade of activities, travel, and outreach that would make up their next two weeks. In the interest of deepening immersion, "We were asked to not use electronics or phones for the entirety of the trip," Leatherwood recalled. "It was definitely assistive to the experience." An essential part of that experience involved learning about Bali's rich culture. Seeing the mythical storytelling Barong Dance, receiving instruction in the Balinese martial art Mepantigan, a fusion of fighting and performance art,

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## North Star Quest Camp for Girls

**By India Allen**  
*Staff Writer*

Menstruation workshops, self-defense classes, relaxing by the river, and feminine empowerment are all aspects of North Star Quest Camp for Girls (NSQ)—an all girls summer camp in Petrolia. During the summer of 2016, NPA seniors Amelia David and Leah Selcer attended NSQ as counselors, which proved to be a very rewarding experience. The guiding image of the camp is the north star, a beacon of light and guidance in times of darkness. At the camp, the aim is to help girls find the north star within themselves, giving them the confidence and self-respect to navigate their adolescence. The girls are given the opportunity to think about who they are inside, who they are in their community,



PHOTO COURTESY OF THE NORTH STAR QUEST FACEBOOK PAGE  
**Yoga is practiced every morning before breakfast at camp. Everyone joins together in this mindful practice.**

and who they are in the world. "I went to NSQ the last year you can go—the summer after seventh grade—and I really loved

it," David explained. While looking for a summer job, David came across NSQ and, remembering the amazing time she had there, decided to apply for a position as a counselor. Selcer, on the other hand had no prior experience with the camp. "My sister was a counselor a couple years ago, and she really liked it and told me that I should apply," Selcer said. The process entailed a resume and application, as well as an interview and several trainings. "The first stage [of training] was fundraising," David explained. The camp has a "never turn a girl away because she can't pay" policy, so before summer and camp, the counselors fundraise so that every girl who wants to can attend NSQ, despite financial obstacles. Another stage of training was conflict resolution which aimed at, "learning how to step away from a conflict and see where it is

coming from," David shared. The next stage was "fueling the fire," David elaborated, saying, "Instead of trying to focus on how to fix kids' negative qualities, counselors try to find things that each camper enjoys and give them opportunities to pursue that at camp." The most significant training was on how to be a good mentor—possibly the most important skill for counselors at a camp for young girls. "Each of the counselors have this impact of being a really strong mentor and being good examples for the girls and giving them some people to look up to," Selcer said. "You are making positive choices and doing positive things and also caring about them. I think that has a really strong impact."

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## NPA alumnus goes from Grammy winner to company founder

**By Leah Selcer**  
*Staff Writer*

Grammy-award winning musician, Stanford graduate, and co-founder and chief technology officer of a successful startup company, NPA class of 2005 alumnus Anthony Diamond says one of the keys to his success has been making the most of the opportunities that have come his way. "It's definitely a little cliché, but the idea is that luck is when opportunity meets preparation. If you can prepare before opportunities arise, then when they arise, you're able to really capitalize on them," Diamond explained. After graduating from NPA, Diamond went on to study at Stanford University where he earned his B.S. in Mechanical Engineering and M.S. in Materials Science and Engineering. Later, he received his Ph.D in Materials Science and Engineering at UC Berkeley. During the Ph.D program, Diamond was supported by various fellowships which allowed him to develop research interests in multiple laboratories, rather than being confined to one area. Curiosity has always been a strong component of Diamond's personality. "I've al-

ways wanted to understand how things work. That naturally led me to tinkering, taking things apart when I was little, [and] not always knowing how to put them back together," he said. Diamond attended his freshman year of high school at Arcata High, but it soon became clear to him that he was better suited for NPA. "I felt like I had really, really supportive teachers [at NPA] who were flexible in the sense that they were able to help me identify areas of weakness and areas of strength and interest that I could focus on. That enabled me to excel in the areas I care the most about in a way that I wasn't able to get at Arcata High," he recalled. In addition to attending NPA, Diamond was enrolled in some classes at Humboldt State University. Although Diamond's studies have been geared towards math and science, music has held a large role in his life. As a child, his mother would regularly put on afro-lat-in music as well as popular tunes and dance with him, giving him a sense of rhythm, as well as excitement surrounding music. "When Michael Jackson's 'HIStory' album came out, I was eight or nine years old, and

I really wanted to play some of the songs on the album. I saved up and was able to get my first guitar," Diamond explained. A year later, he was introduced to an R&B artist who inspired him to play the saxophone. "I was thinking to myself, if this guy is this good at guitar and wants to play the saxophone, I must have picked the wrong instrument," Diamond recalled. He then promptly sold his guitar and saved up for a saxophone. Before moving to Humboldt County at age 13, Diamond lived in Portland, Oregon. There he participated in "the cultural recreation band," an after school music program created as a way to keep at-risk youth off of the streets. Musician Esperanza Spalding happened to attend this program during the same period as Diamond. "We have the same sort of original music teachers, and we had the same sort of dynamic energy and thought process. We were both a little strange, but we very much resonated, so she always calls me her little brother," Diamond said, describing the relationship between him and Spalding. He later worked with Spalding as the saxophone soloist on "City of Roses" from her album "Radio Music Society." The song went on to win the Gram-

my Award for Best Instrumental Arrangement Accompanying Vocalist(s). Although Diamond is an accomplished musician, his main work consists of running the startup he co-founded, Axiom Exergy, an energy storage company that focuses on sustainable supermarket energy systems.

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PHOTO COURTESY OF ANTHONY DIAMOND  
**Anthony Diamond graduated from NPA in 2005, and is now the CTO and Co-founder of Axiom Energy.**

### SPORTS NPA Basketball

A small rag tag team of NPA basketball enthusiasts join together to take their best shots. The unique team was founded six years ago.

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### ART Art installation projects

NPA art classes use their skills to help contribute to their school community. Through public art installations the students learn the power of public art.

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### STUDENTS North Star Quest

NPA Seniors Selcer and David work over the summer in an empowerment camp for young girls. The camp is held along a river with cabins near Petrolia.

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# The Word

Is taking breaks from academic work important? What do you do to recharge yourself?



Quinn Monnier

“It’s good to get a break in between school because your brain needs a rest between everything going on. At NPA there’s a lot of stuff going on, especially with the IB tests that just happened. It’s good to take a short break, but you have to keep up academically so you don’t lose knowledge of the french language. Over this summer I’ll be doing a bunch of blacksmithing because I have a lot of orders coming up, but other than that I tend to sit in my room all day and play a lot of video games and play guitar.”



Emilia Diggins

“It is really important to take breaks because when you’re in the IB program it’s very easy to get overwhelmed with lots of big projects and little homework assignments, taking a break is always good and to recharge, as you said, so that each assignment gets your full attention. It’s important not to take these breaks as procrastination. Just recognize that you need a break. I personally really enjoy going out and spending a lot of time in nature, so I usually go camping. This summer I’m going to go camping for a month.”



Trey Vera

“I think it’s important to take breaks because there’s so much stress involved with the school year and all the responsibilities that we have. Summer really gives a chance to find things that we like to do for ourselves and hang out with friends and do personal hobbies, things like that. It’s a good time.”



Lana Sharkey

“I think it’s important because if you have too much school at one time you get burned out and it’s harder to keep focused on academics and it’s hard to keep motivated and get everything done. Also, a lot of people travel in the summer which is also a super important part of education because it exposes you to other cultures and other parts of the world. I go hiking a lot and go to the river. This summer I’m going to China. It’ll be fun.”



PHOTO COURTESY OF CHANTELE LEATHERWOOD  
**Students on the Indonesia trip don traditional garments and receive instruction in the Balinese martial art Mepantigan, a fusion of fighting and performance art.**

## INDONESIA

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visiting the famous Pura Ulun Danu Batur Temple, and doing “laughing yoga” were just some of the ways the group participated in unique Balinese pastimes.

In addition, Roberts recalled, “one of the [most] beautiful times we had was just walking through Bandung around the town and through the rice fields. It was beautiful—just being able to see the Balinese people and the way that they live.”

Spending two days with a host family near the volcanic Mt. Batur was a change of pace from living on the Green School campus. One morning, they woke up at approximately 2:00 AM to climb the mountain so that heat and fog would not obscure the panoramic early morning view awaiting them. “It was so breathtaking to sit up there on the summit and see the sun rise above the clouds,” Roberts said. “I don’t have words for how sublime it was.”

As part of their environmental commitment, the students met with government representatives to discuss environmental protection initiatives. Unfortunately, the government programs weren’t as comprehensive as the students had hoped. Roberts recalled, “I was asking them so many questions, like ‘how do you control this or incentivize that’ and they were like ‘well, we try to inform the public by giving out pamphlets which are probably in Bahasa, which the farmers here probably can’t read, because they can’t read anything,

let alone maybe even speak Bahasa.” However, engaging in dialogue with local committee leaders was more productive, allowing for an exchange of conservation ideas.

There was also time to simply enjoy Bali’s natural beauty—although reminders why actively advocating sustainability is so important were never too far away. “The water was super crystal clear and really warm too. It was pretty much perfect for snorkeling. We went over a reef and a Japanese shipwreck,” NPA junior Alder Young remembered. “There was a lot of trash in the ocean which was pretty disappointing.”

When it finally came, the end of the trip brought with it two primary emotions for its members. One was sadness at leaving behind the country they had done so much in and all the people who had guided them on their journey—their instructors, their host family, and the Green Camp staff who’d been so helpful and such great people the entire trip. The other was happiness and pride at what they’d accomplished. “A lot of people weren’t so sure about this trip, and about going to a third world country,” Leatherwood claimed. “I think this trip is just a little bit of proof and incentive that you really just have to let it happen ... I’m definitely hopeful that the Indonesia trip happens again in the future.”



PHOTO COURTESY OF CHANTELE LEATHERWOOD  
**A traditional Balinese dancer performs for students. While they were in Indonesia, students saw the Barong Dance, the famous Pura Ulun Danu Batur Temple, and participated in a session of laughter yoga.**

# A passion for poetry



PHOTO COURTESY OF THE CALIFORNIA ARTS COUNCIL  
**NPA senior Rachel Post stands with Senator Mike McGuire and other Poetry Out Loud contestants who competed at the California state level.**

**By Omega Gaskill**

Staff Writer

Poetry has long been a popular pastime for many NPA students. Ever since the Poetry Out Loud contest was introduced to NPA, many poetry enthusiasts at the school have had the opportunity to showcase their passions for the art.

Poetry Out Loud was founded by former National Endowment for the Arts chairman and current California State Poet Laureate Dana Gioia and The Poetry Foundation in partnership with the California Arts Council in 2006 and has since then been awarding scholarship money to promising young individuals. This year, NPA students participated in the school round of the competition and senior Rachel Post won, moving on to compete in both county and state rounds.

Post reminisced, “I wouldn’t be able to put my finger on when I first started writing poetry, but I’d been interested in it for as long as I’ve known what it was.” Post’s love for poetry began at an early age. When she attended Coastal Grove Charter School, Julie Hochfield taught Post’s class the basics of poetry. Hochfield and Post met again for two weeks in Post’s freshman year when Hochfield taught as a substitute while Dr. Jean Bazemore was on a school trip in Japan.

Dr. Bazemore has helped prepare NPA students for Poetry Out Loud for years and has been an influential part for those who participate in the Poetry Out Loud competition. She works with students interested in poetry to help them find a way to connect personally to the poem which they choose to present. Usually working after school or when the student has

a free period, Dr. Bazemore coaches them through memorizing and delivering the poem with both passion and emotion. “[Dr. Bazemore] really tries to be an active part, and she offers her services to all the ‘people who want to compete, and she doesn’t judge, so she’s a neutral body in the competition,’” Post said. “A lot of it you do yourself, but it’s really nice to have another ear, another eye, to identify the different moments that need to be tweaked.”

For many years, NPA was the only school in Humboldt which competed at the county level, but recently things have changed. Not only have more schools in Humboldt participated this year, but more counties than ever in California have begun to show their interest in poetry by entering and competing in the Poetry Out Loud contest. One California teacher was honored at the state level for having received 100% engagement in Poetry Out Loud, as every student at his school participated.

In preparation for recitation, Post has developed a personal process. “I think it’s more about getting inside the poem than memorizing it,” she explained. “Identifying the different moments that you want to highlight, and I found that to be a really fun part as I memorized it.”

The contest begins with a congregation of students who meet to present the poems they have chosen. From there, they are judged on aspects such as delivery and memorization. A winner is selected and then moves on to the county level

where they once again recite. The student who wins the county level advances to the next stage of competition: state. The state level recitations take place in the senate chamber of the state capitol building. Ultimately, the winners from different states will compete at the national level. “The competition isn’t really about competing. The best part for me is just being able to hear poems, and to experience them,” Post admitted.

Not only does the Poetry Out Loud contest provide an excellent opportunity for high school students to find their voices and become more comfortable with who they are as people, but the champion of the national level receives \$20,000, a sum helpful for future education. “Poetry Out Loud has offered me a chance to reflect and grow, and I’m grateful for those opportunities,” Post finished happily.



PHOTO COURTESY OF THE CALIFORNIA ARTS COUNCIL  
**Rachel Post recites her poem before judges at the Poetry Out Loud competition. Dr. Jean Bazemore has encouraged students to connect with poetry for years and continues to coach students who wish to compete.**



# NPA basketball dribbles onward

**By Omega Gaskill**  
*Staff Writer*

Fast footwork, dark blue jerseys, and energetic attitudes are all found at an NPA basketball game.

The NPA basketball team was established six years ago and has been an exciting, and educational part of the high school ever since. This year's basketball team is comprised of seniors Trey Vera, Elijah Castillo and Talavan Cohen, junior Celeste Kastel-Riggan, sophomore Nick McCurley, freshmen Shoni Rheinschmidt and Ronny Whitlatch.

As NPA has a smaller than average student body, there are simply not enough players to fill multiple teams based on gender and/or age. "We're starting a new setup for offense, where we're all going to be rotating through all the positions because we're a lot smaller we have to alter the way we play to fit in with the other teams," Kastel-Riggan said.

Thus, NPA's basketball team is unique in that it is not only co-ed but inclusive of all four grades. As far as playing on a co-ed team goes, "there's generally maybe like one – if even – girl, per team," Kastel-Riggan said.

As for competition, NPA has played against East High from Fortuna, and Captain John Continuation High School from Hoopa. On a Monday in February, during one of the after-school practices, the NPA high school and middle school teams engaged in a scrimmage, with a complicated end result. While the high school team has not won a game this year, "It's been pretty good, and we've definitely improved," Rheinschmidt said.

Since the formation of the team in 2011, games have been held at College of the Redwoods (CR) just south of Eureka. The college boasts large, expansive courts with enough room for up to four teams at once. And while the drive to CR is a long one, the beautiful scenery en route makes up for the travel time. Games occur every Friday morning at around 11 and practices



PHOTO COURTESY OF LEILA MOSS  
**Freshman Ronny Whitlatch shoots during a free-throw while teammates and opponents watch.**



PHOTO BY LEILA MOSS  
**Back left to right: Frank Whitlatch, Phoenix Arnold, Nick McCurley, Trey Vera, Elijah Castillo. Front left to right: Shoni Rheinschmidt, Ronny Whitlatch, Celeste Kastel Riggan, and Talavan Cohen.**  
**NPA's basketball team was established six years ago. Since then, it has fostered teamwork amongst the players.**

are held at Arcata's Lutheran Church every Monday, Wednesday and Friday evening from 7-8:30.

This season, the basketball team welcomes new coach Frank Whitlatch, father of Ronny Whitlatch. Although new to coaching basketball, Mr. Whitlatch is a seasoned soccer coach and the players agree that he is a good fit for the team.

"I learned a lot of new things from him," Rheinschmidt reported. The coach has enjoyed his time so far at NPA. "This is definitely one of my favorite coaching experiences. I've had a great time at our practices and games," coach Whitlatch said.

On Friday, March 27th, the team traveled to College of the Redwoods for the annual all-day tournament, in which they competed against Eel River, and Captain John teams. In their first game, they were happy to have played well, and the team was satisfied with how far they had come since the beginning of the season.

"I thought we did an amazing job in our first game, we did a really good job working together," Rheinschmidt explained.

Prospective freshman, and indeed, any and all current student body, are encouraged to join the team.

# Bioswale protects Janes Creek



PHOTO BY AMELIA DAVID  
**Liam McLaughlin (left) and Ava Newhouse (right) dig out a section of NPA's parking lot to begin building a bioswale. The purpose of the bioswale is to filter runoff from the parking lot and roofs before it reaches Janes Creek.**

## DIAMOND

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To develop the idea for this company, Diamond asked himself what company he would want to invest in upon retiring. After thinking it through, he couldn't come up with one he would be interested in. "That spurred the idea that I had to do it myself. I would need to build a company that I would want to invest in," he explained.

While Diamond was pursuing his doctorate, his focus had been on developing next-generation photovoltaics. However, he soon realized that a more pressing issue would be energy storage. As Diamond concentrated on the technical aspects of storage, his co-founder, Amrit Robbins, was immersed in a project involving energy systems for supermarkets. The two had overlapped at Stanford and played music together there. Through collaboration, the two developed an energy storage system suited specifically for supermarkets with central refrigeration.

Reflecting on his trajectory, Diamond made it clear that it is key to think about how one's actions affect the community as a whole. "When you're getting out into the world and your primary responsibility is no longer getting up to speed in terms of education or in terms of ability to function as an adult, the next real task is to produce, to create, to generate value for the community," Diamond said. "Thinking about the things that you like to do and the things that you love to do in the context of how do I create value for others is very powerful."

**By Ruth Magee**  
*Staff Writer*

Countless organisms depend on Janes Creek for life-sustaining nutrients. The creek passes alongside NPA's parking lot where it collects harmful pollutants such as oil and tar residue. In order to protect this ecosystem, two NPA seniors have created a bioswale to filter runoff from the school's parking lot and roofs before it contaminates the creek.

Since the summer of 2016, Liam McLaughlin and Ava Newhouse have been engaged in the process of creating a bioswale for Janes Creek. The idea of making a filtration system originated when Newhouse's mother, an employee of California's Fish and Wildlife Department, came to the two seniors with a packet about schoolyard habitat projects. "We got the packet about ideas for cool projects, and we found the bioswale project," McLaughlin explained. "We were like, 'hey our parking lot is already draining out into the creek' so we decided to do something about it."

The natural filtration system was completed for the pair's CAS project, a required community service component of the IB programme. Creating a functioning bioswale isn't a cheap or easy undertaking. "It wasn't a cheap process. We needed plants, gravel, soil amendments, labor, and equipment to get all of it done," Newhouse recalled. In order to obtain the needed funds, they started a GoFundMe account and asked local businesses to contribute to their cause.

Once the pair raised enough money, they began talking to city engineers and officials from the Department of Fish and Wild-

life who supported the project. After struggling with the city over permit laws for almost the entire 2016-2017 school year, the city of Arcata finally came to the conclusion that Newhouse and McLaughlin did not need a permit to create their bioswale.

After hearing no permit was needed, the pair set to work. "We came out with our mini excavator and our other little tractor and we dug out a trench the whole length of the parking lot. Then we put back in crushed rock mixed with small river rock, then pea gravel on top of that, and then we [added] amended soil," McLaughlin explained.

To make the bioswale more visually pleasing and to aid in the extraction of pollutants, Newhouse and McLaughlin

planted about 14 different types of native plants. "We planted a bunch of native species like fuchsias, rhododendrons, a lot of irises, seed monkey flower, golden eye grass, and crab apples up at the south end of [the bioswale]. Then we put larger rock on top to keep the plants all safe and [finally] we put hay over that," McLaughlin elaborated. The bioswale the pair created is self sustaining. However, the natural filtration system is most effective when invasive species, such as reed canary grass, are kept out of it. Creating the bioswale was a huge time commitment and required manual labor, but Newhouse still found the experience to be, "really fun and very rewarding."



PHOTO BY AMELIA DAVID  
**Liam McLaughlin (right) and Ava Newhouse (left) prepare to build the bioswale using various types of rocks, soil, and native plants.**





# Wandering Appetites

## NPA freshmen and sophomores put on a show

By Rachel Post  
Staff Writer

Trials and tribulations often accompany the process of the annual NPA plays. This year’s group of freshmen and sophomores was no exception. However, their ability to learn quickly and work together helped them to transcend the difficulties they faced, much like the stories of the three plays they merged together to create their show, Wandering Appetites.

As is common in NPA theater, three plays were stitched together, showing the commonalities that many stories have, as well as providing several different viewpoints on one overarching issue. In the case of The Sound Of Music, Fiddler On The Roof, and The Wicked Cooks, that theme was the Holocaust and its effects on everyday people of all different classes. The Sound Of Music follows a rich, Austrian family and their governess as the Third Reich threatens to tear them apart. Fiddler On The Roof tells the story of a much poorer, Jewish family in Russia being pushed out of their home by the Tzar as each daughter of the family begins to come of age. The Wicked Cooks, the lesser known of the three plays, is not blatantly about the Holocaust, but its dramatist, Gunther Grass, was a German soldier during World War II and much of his writing is about coming to terms with his actions and examining the futility of chasing power. The play is about two rival gangs of cooks each chasing after a secret recipe for soup. When Dr. Jean Bazemore, NPA’s principal and the play’s director, first directed The Wicked Cooks at HSU in 2000, she told the North Coast Journal, “There is no blatant material about the Holocaust, but metaphorically it deals with what [Glass’s] life was.” Together, the three works create a fascinating commentary on the nature of war and how it affects the individuals who endure it.

The freshmen and sophomores began work on the music for the play a few weeks before opening night. Some were daunted by the idea of singing onstage, but by the end of the process, they felt satisfied with their achievements. Sophomore Delaney Gaston reflected, “I hadn’t done a lot of singing before and so I definitely am proud of myself.” Sophomore Liana Freeman added, “I had never sung in front of an audience before so it was really cool to finally do that.”

Not only did Freeman and Gaston sing and act in the play, but they danced as well. Olivia Oetker, another sophomore dancer and actor remarked, “It was really fun because we got to experience both sides of theatre, being able to do both dancing and acting.” This

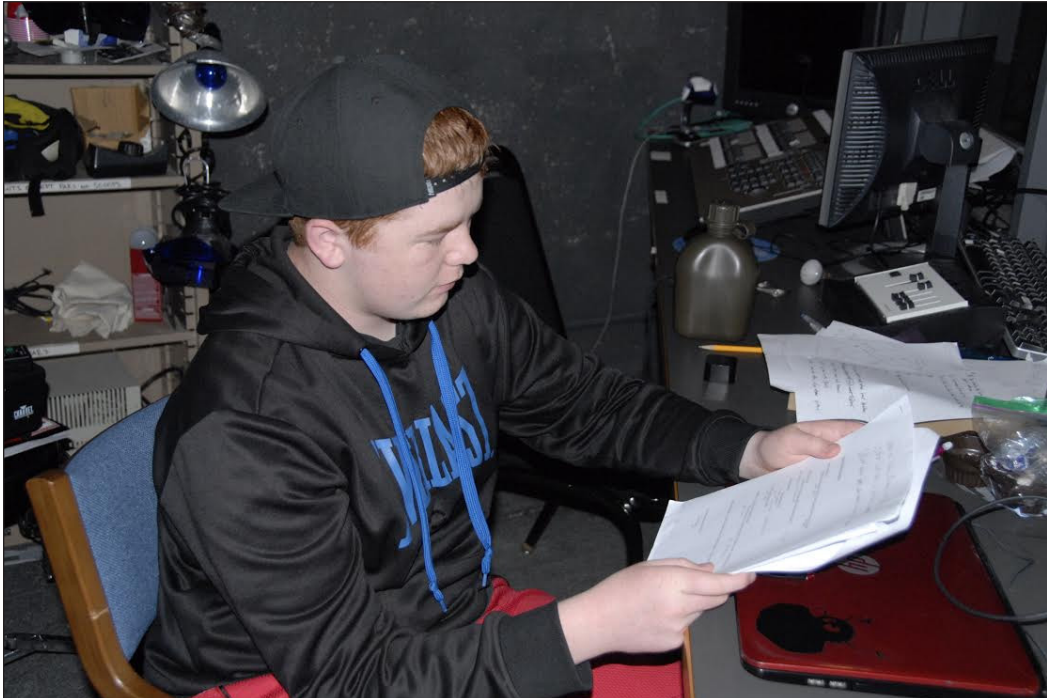


PHOTO BY SARAH HASIUK  
**Jack McLaughlin works in the light booth on the NPA freshmen sophomore play, Wandering Appetites. The play combines the stories of three separate shows to create one work.**



PHOTO BY SARAH HASIUK  
**Freshmen and sophomore dancers Omega Gaskill, Rose Myers, and Lana Sharkey (left to right) practice a musical number in the hallway of the Van Duzer, where they performed their play, Wandering Appetites.**

division of talent also meant a division of time, however. Gaston explained, “We got pulled during our breaks sometimes to do dance but we didn’t have to spend too much time on it because there wasn’t too much dance in the show and we could pick it up fast.” She enthusiastically added, “We were always doing something. Whenever there was a period of time free we had something to work on.”

Sophomore Sarah Lincourt and freshman Maya Hergenrader also experienced a difficult division of time because they were double-cast as Maria, the main female role in The Sound of Music. Hergenrader recounted, “It was a little bit weird at first because we weren’t really sure how to split up the practice time between the two of us.” She experienced a shift in attitude, however. “Once it got to the shows, I think it gave both of us a break so it was easier in the end.”

The students’ time was mostly occupied in the second week at the theater because the casts had to move from Gist Hall to Van Duzer Theater halfway through their rehearsals. This resulted in some confusion and scrambling, but the group worked quickly and efficiently to produce the play in the time they were given. After the final performance, buzzing with adrenaline and excitement, sophomore Cypress Killeen, who played the main role of Tevye in Fiddler On The Roof reflected, “The fact that we had to spend our first week in a different theater was definitely a little bit of extra stress with having to do blocking and lighting all at once, but it definitely let me know that you can do it all in one week. I’ve always been used to doing it in at least two.”

The issues that the performers faced in trying to translate the vision of the Van Duzer onto their preliminary rehearsals in Gist were resolved by this switch, however, as Hergenrader articulated: “[Switching theaters] helped because we did have time to practice on the actual stage instead of just taped lines that we weren’t really sure of.” She elaborated, “It was a lot more real and it was easier to move around when you weren’t having to remember ‘Oh, I can’t walk off here because it’s too high up’ or something.” Oetker also observed, “It was interesting because for the first week, we were all split up so we weren’t really interacting with the other casts.” In their second week, however, the students began to see the show take shape and could interact with the other stories being told alongside theirs.

Reconciling three stories is not an easy feat, especially for young performers. The subject matter and the links between each story are nuanced, symbolic, and carefully hidden in Dr. Heard’s interpretation. Hergenrader divulged, “If you were sitting in the audience and you were really paying attention to it, then you might have been able to get it, but it took me two weeks of watching the play over and over again to really get an understanding of it. Altogether, it works.”

Wandering Appetites stitched together three unique stories to create one message of endurance through hardship. The freshmen and sophomores who brought these stories to life learned valuable lessons in the world of theater and beyond. Their tireless effort and ability to work together resulted in a three hour epoch of symbolism and song. Once all was said and done, Hergenrader proclaimed, “I’m proud of us.”

# Beautifying the NPA campus

By Autumn Wright  
Staff Writer

Beautifying the campus and producing thought-provoking artwork is the newfound passion of the freshmen and sophomore visual arts classes. Recently, they installed art pieces as a means for the students to incorporate themselves with the campus and make it more visually stimulating in the process.



PHOTO BY SARAH HASIUK  
**A birdhouse sits in a tree outside of the sanctuary on the NPA campus. The sophomore and freshman visual arts students created various art installations to display around the school grounds.**

The central goal of the project was “to help students think beyond just the visual aspect of the sculpture,” Marceau Verdiere, the NPA visual arts teacher, explained. The students broke apart into several groups of 3 or 4 and were asked to think about parts of the school that would be more exciting with an art piece. Another objective was to help students get an idea of what installation art is and to familiarize themselves with the space surrounding the school. “It’s a very contemporary form of art even though it’s been in existence for a long time,” Verdiere said. “I wanted the students, through creating, to actually understand what an art installation is.”

Before moving forward with their project, it had to be approved by the church, an entity separate from the NPA administration. Despite being a time consuming process, it was necessary as the students had to take into consideration the church, the school, and other groups that use the space. “The main goal was to bring the school and the church community together as well as we could, and strengthen that community,” Phoenix Arnold, a sophomore, said. The class had to think about whether or not what they made would be enjoyable for everyone who visited the space. “It’s quite tricky when you have faith based and educational based entities occupying this space,” Verdiere explained.

Verdiere hoped that the students would address current issues through their art. “We walked around campus and we saw [the] trees and it looked like there was something missing there,” Brianna Chapman, a sophomore, recalled. Chapman, Arnold and Kayitesi Mussmann, another sophomore student, comprised one of the many groups in the art class. Their idea was to create birdhouses and small felt birds to hang in the tree outside the sanctuary. The birds were made in the likeness of many



PHOTO BY SARAH HASIUK  
**Birdhouses such as this one decorate a tree at the entrance of the school as a symbol of hope that the homes of birds forced into relocation by the logging industry will be preserved. This art installation was part of a project introduced by visual arts teacher Marceau Verdiere**

endangered species and the houses represented a hope that their homes will be preserved in spite of relocation caused by the logging industry.

Many of the sophomores’ projects are still in the works, and some have to rethink their proposals because they were not approved. “I started it with the sophomores, but when I saw the pieces that the sophomores produced, I was so impressed and the church was so impressed that we decided to extend it to another class,” Verdiere said. “I’m excited to see what they’re going to do.”

Finn Tetrault and Siena Costanzo, two freshmen, have finished their art installation project and are excited to see how it impacts the school. Their goal was to make a unique garden that would integrate well with the campus and the school. Eventually, they came up with a design for what they titled their “Positivity Garden.” Their hope is that when people need something, such as hope, courage, or strength, they will take from the garden what they need.



# Accelerating knowledge

## Math students travel to San Francisco to see linear accelerator



PHOTO BY AMELIA DAVID  
**Kai Cooper points at a bird a the California Academy of Sciences’ rainforest exhibit as teacher Adam Hess and student Adrienne Kerr watch for butterflies.**

**By Kai Cooper**  
*Staff Writer*

Witnessing abstract concepts in real life is something that one doesn’t always experience. Adam Hess, the NPA math and physics teacher, wanted his students to partake in the expanding field of particle physics. This field relies heavily on abstract theories, so it is unique for the students to see them applied in real life.

This May, the NPA senior math SL class will be trekking down to the Bay Area to tour the National Accelerator Laboratory (NAL) operated by Stanford University, with the main focus of the tour being the linear accelerator. The NPA physics class has studied quantum physics along with other topics in their two year IB course. The NAL research program focuses on experimental and theoretical research in elementary particle physics using electron beams.

Along with visiting the particle accelerator, the students are also planning to visit the Academy of Sciences, the Exploratorium, and participate in other activities that will encompass more than just physics. Hess has been planning the trip since December of 2016 and as he said, “In a lot of ways it’s an accumulation of two years. We’ve worked together for two years in math and physics, so it will be fun for us to spend time around one another without having to think about what our next due date is.”

This specific group of seniors is the first class Hess has taught throughout their two years in the IB programme. This is his second year teaching at NPA, and he’s been able to witness a full cycle of the IB programme with all its various challenges. “I can reflect upon that and see what I might change, which I think is a powerful thing,” Hess reflected. He’s gained a unique connection with these seniors because of the learning opportunities both Hess and his students have been presented. The challenges prompted communication within the classroom. “[The class] has done really well and I think that’s what I like about our school is this interpersonal relationship. They’ll be honest with me if something’s not

working, and I like that.”

Hess has always loved the sciences and wanted to share his passion with younger generations. He had never taught physics before coming to NPA but he was eager to share its real life applications. “I think it’s fun to be able to explain and understand the phenomena that we see everyday, from waves traveling across the ocean, to when you hit a baseball or a tennis ball, physics is our way of understanding that.”

This Bay Area trip is something Hess wants to continue with future classes. “[It’s] something I’d like to do with all my seniors,” he explained. Hess hopes to pass on the knowledge that “[physics] is a way to understand the fundamental parts of our life that we might take for granted.”



PHOTO BY AMELIA DAVID  
**The group’s tour guide at SLAC National Accelerator Laboratory describes to the students and teacher how the accelerator operates.**



PHOTO BY AMELIA DAVID  
**NPA seniors Isabella White (far left), India Allen (second from the left), Adrienne Kerr (second from the right), and Trey Vera (right), sit and enjoy their free time in a San Francisco park during the trip.**

### NORTH STAR

from page 1

NSQ was founded by Karen Moulton in 1996. Moulton recognized the negative impacts society and social media can have on adolescent girls, so she created the camp as a place where girls could be empowered and learn to find the strength within themselves.

Selcer explained this by saying that, “One of the big objectives is ... to make [the girls] know that they are really cared about. That really comes out at North Star Quest Camp because it is girls from all different places that have different backgrounds and different experiences, but they all come together and they are really loved within [the community at NSQ].”

As counselors, it was Selcer

and David’s mission to make the experience at NSQ all that it should be for the campers. Selcer said that, “there were definitely challenging moments because you have a lot of responsibility, but I think that just being in that community is really [powerful].”

David also expressed this sentiment, saying, “it was a little bit challenging for me because my co-counselor—who wasn’t supposed to be a counselor, she had to step in last minute—ended up hurtingting herself, twisting her ankle. A lot of the time she was sleeping in the big cabin and I was alone with the girls which was a little bit difficult.” David continued, “it was more challenging

but there were rewards in that. I kind of regret that I didn’t get to work with a counselor because I think that’s a challenge in itself, being a united front.”

All counselors at NSQ are not only mentors, nurturers, and conflict mediators, they are also teachers. Each counselor chooses a workshop to lead. “I led a menstruation workshop,” Selcer said, “I had a lot of fun doing that.” This is a very important aspect of the camp.

David explained she learned how to be calm addressing uncomfortable situations, such as talking to self-conscious adolescent girls about menstruation. “That was my favorite part. Seeing those kids be able to grow and become more comfortable,” David shared. “At the last campfire, they are sitting next to you, holding your hand, and it’s so amazing and beautiful.”

After all of the trials and triumphs of a week at North Star Quest Camp, both Selcer and David felt that they had grown as people and were very glad to have helped other girls do the same. Despite strongly believing that all benefits of being a counselor were secondary, David contended that, “there is always growth. There is always something to take away from the experience.” Both David and Selcer intend to return to NSQ as counselors during the summer of 2017.

If you know a girl interested in NSQ contact NSQ Registrar at 707-633-4522. Selcer and David are also happy to answer any questions prospective campers may have.



PHOTO COURTESY OF THE NORTH STAR QUEST FACEBOOK PAGE  
**Two young campers engage in foam sword fighting during the “inner warrior” workshop. The workshops allow the campers to have fun while learning valuable life skills.**

### NPA rules for kitchen use are enforced

**By Ruth Magee**  
*Staff Writer*

“NPA students are not allowed in the kitchen and failure to comply will result in immediate disciplinary action,” stated the sign taped to the entry of the school kitchen. This was the newly enforced rule for the kitchen on NPA’s campus. For years students have not technically been allowed in the kitchen, but recent events have caused staff members to crack down on the rule’s enforcement.

Students are not allowed in the kitchen for multiple reasons. Firstly, numerous dishes are taken from the kitchen daily and left dirty in the sink for someone else to clean. The person who has been forced to take care of these dishes is Andrew Freeman, NPA’s site administrator and history teacher.

As Freeman said, he considers NPA to be, “a big single unit or community, and we are responsible for the kitchen. At the end of the day, the kitchen is supposed to be clean, meaning no dishes left in the sink.” The Arcata United Methodist Church and other groups use the shared kitchen in the evening, so it is necessary that the kitchen is clean when the school day is over. Freeman has prompted students to clean up after themselves for years, but so far he has had little success. “I’ve attempted in the past to really rally everyone and make sure they don’t make a mess, but it’s not really feasible with 140 students. Unfortunately, this is the solution,” he concluded sadly. Freeman tries to give NPA students as much freedom as possible, so he is open to options other than a strict rule. “I am open to students taking some kind of initiative. All I care about is that at the end of the day when we leave the kitchen is as clean as when we arrived,” Freeman commented.

Of course, there are exceptions to the strict rule. If students are invited or asked to go into the kitchen by any staff member they will not be penalized. Students that help with the lunch program or participate in the culinary class are also allowed entry during specific periods. Celeste Kastel Riggan, a junior at NPA, has been volunteering to help serve students school lunch for almost two years and supports the new enforcement of the rule.

Getting lunch out on time is always a priority for the kitchen staff, but in the past this has proved difficult. “When we’re setting up for lunch and trying to prepare food and there are lots of students com-



PHOTO BY RUTH MAGEE  
**Celeste Kastel Riggan pours salad dressing on a salad in preparation for the day’s school lunch. Kastel Riggan has been helping to serve NPA students lunch for the past two years.**

ing in and out, it makes it really difficult for us to get lunch out on time for all the other students,” Riggan emphasized. She also cited sanitation laws, stressing how unsanitary it is to have students passing through the kitchen and eating food set aside for school lunch.

The only downside Riggan has found is, “if students are really thirsty and need a cup, or need a plate to microwave food, they come in anyways. With the rule, they need to ask [so] we can get them a plate or cup.” The doors to the kitchen are locked more regularly now, so if a student wants a cup or other dish at a time that is not lunch, they will likely be out of luck. Overall, Riggan feels that, “it’s a good rule and it’s given NPA a little more structure and rules. You can’t just walk into the kitchen when people are cooking meals at other schools.”

Kirsten Lindquist prepares lunches for NPA students two days a week. Prior to the enforcement of the rule, Lindquist noticed how dirty the kitchen often was when she arrived. “I was shocked by the sign ... but so far, since the rule [the kitchen] has been much better,” she affirmed. She was surprised by the sign because she hadn’t realized the extent of the issue. “There was a day during which students who were not supposed to be in the kitchen came in after a cooking class and not only ate food they weren’t supposed to eat (including food made by the class), but also food prepared for the next day’s lunch,” Lindquist explained. “They didn’t clean up and left the kitchen in a general mess, and from what I understand, this was the last straw. Students were using this kitchen as their own home kitchen and expecting others to clean up after them.”

The staff of NPA hopes that the enforcement of the kitchen rule will positively show students how important it is to clean up after oneself, especially when using a shared space. Freeman and Lindquist have noticed a significant decline in the amount of dishes left behind at the end of the day, and both are happy about that. If students are dissatisfied with the kitchen rule, Freeman encourages them to develop a new solution and run it by him. The main priority for the entirety of the staff is ensuring that, by the end of the day, the kitchen is clean.



PHOTO BY RUTH MAGEE  
**Erica Davis, a member of NPA’s cooking elective prepares a dish. Recently, there has been a change in the enforcement of the kitchen rule, and students are only allowed in the kitchen if they have permission from a faculty member.**





# Suzuki philosophy remains at the heart of NPA program

By Ruth Magee  
Staff Writer

Every child is a gifted child; music has the power to transform us into compassionate, caring human beings. This is the philosophy that Jean Bazemore, NPA's principal, brought to life during the first Gulf War.

The Gulf War greatly affected Bazemore, and caused her to feel the need to protest violence in some way. She decided that the best way to protest the war and bring peace was to start a program for children using Dr. Shinichi Suzuki's philosophy, that every child is a gifted child. Bazemore has always been a lover of music, and strongly believes in Dr. Suzuki's philosophy that all children should be exposed to music. She wanted to create a program where, "young people can explore the arts and other cultures."

Bazemore started a summer program based off of Dr. Suzuki's philosophies at her house in Trinidad in 1991 for children aged three through high school. At the very beginning of the program, aptly named "Suzuki Camp," the teachers were Jean Bazemore, Michael Bazemore, Amy Miller, one of Bazemore's friends from England, and a former student of Bazemore's from Seattle. "This was 1991 and we felt that we just had to do something [about the war]. They all wanted to come down [to Trinidad], and we felt that we could inspire students here," Bazemore

emphasized.

Suzuki Camp began its first session in the summer of 1991. "We started with a small number, I think 12, because we weren't sure how many people would come that first year. We just sent out some information and 12 or 15 showed up," Bazemore recalled. The program focuses on arts such as: music, language, writing, dance, and visual arts. For the first couple of years, Suzuki Camp was four weeks long, but each session lasted just one week. Bazemore and the entourage of teachers soon realized that one week was not enough time to teach everything they wanted to, so they changed Suzuki Camp to be held for three, two week sessions.

Each morning at Suzuki camp begins with, "a group meeting where all the kids sit in a circle on the floor with all the teachers. The teachers give the kids either a poem or a question to explore, and they have a few minutes to work on that in small groups to learn to work together, like we do at NPA. Then, they come back together and dramatize their responses," Bazemore explained.

She fondly remembers the early years of Suzuki Camp when the student population was small enough to not have a set schedule. "Young children, and all of us, are told and regimented so much that we never have a time to really listen to what we might feel inside, and what we might want to do. In the first few years, there was no schedule and the kids could rotate through all the activities," Bazemore reminisced. As the



PHOTO COURTESY OF DR. JEAN BAZEMORE

**Dr. Jean Bazemore plays the piano accompanied by a student of Suzuki Camp while others listen. The summer program focuses on teaching students about the arts.**



PHOTO COURTESY OF DR. JEAN BAZEMORE

**Michael Bazemore teaches former NPA teacher Nick Wilson (in his youth) how to play the flute during Suzuki Camp. Students at the summer program have the opportunity to learn instruments such as piano, flute, and harp.**

program grew in popularity and size, Bazemore and the other teachers were forced to develop a schedule for the students.

After the morning ritual is completed, the children break down into smaller groups depending on what musical instruments and languages they are learning. Every student gets to choose a musical instrument and language to study when they fill out the application for the camp. Bazemore always tries to accommodate what the children choose. "[Every year] we have French and Spanish, and either Japanese or Chinese. Every year we also teach Wolof, from an African country [Senegal, Gambia, and Mauritania], and Russian and Swahili. So, depending on the teachers and what languages they can offer, and the children when they fill out their applications, we try to accommodate them," she elaborated. Through the years, Suzuki Camp has also offered Hebrew and Latin.

Along with learning languages, the students all participate in a play that the drama teacher writes. For the past two years, NPA junior Amelia Parker has been the drama teacher for Suzuki Camp. "I have classes for the first week where I teach every age group; I have about four classes a day. For the second week I write a play over the weekend and incorporate the students into it. The first year I did Alice in Wonderland, and last year I did James and the Giant Peach. Then

in the second week, half of my day is classes and then the second half is working on the play in the back of Jean's house," Parker said.

Parker has been attending Suzuki Camp since she was about five. She has loved seeing the rotations that the students go through over the years. "When I was young, I had Gabe Lubowe as my piano teacher. He was always so much older than me and he was like an adult. Now I teach with him and we have teacher meetings together and we're on the same level and it's crazy to me!" Parker excitedly recalled. She has enjoyed seeing all the kids, who used to be so little, grow up and attend NPA's middle school, and begin to teach or have a larger role at Suzuki Camp.

NPA's high school and middle school grew out of Suzuki Camp, and Bazemore can see aspects of Suzuki Camp in the high school. When both Suzuki Camp and NPA were started, Bazemore wanted to, "create a place where children feel safe and where they're honored and respected and cherished, a place where they can hear their own voices and find ways of giving expression to that."

## Wilson's quest for wisdom

Former NPA teacher continues to challenge students in Durham

By Morgan Hartlein Allen  
Staff Writer

"What is a good life, and how do you live it?" This question has served as the core of former NPA teacher Nick Wilson's pedagogy since he came across it at the age of 17. He first encountered it when reviewing philosophical texts with NPA's head of school, Michael Bazemore, at Suzuki Summer Academy before NPA was founded. Since then, the question has remained an integral part of his teaching method and something he hopes his students ask themselves when studying each new literary work.

After leaving NPA in the spring of 2016, Wilson began teaching AP Language and Composition as well as sophomore English classes at Durham High School (DHS) in Durham, a city near Chico in Butte County, California. Although the school does not offer the IB programme, Wilson has found that he is teaching many of the same texts such as King Lear, Death of a Salesman, and The Brothers K. "I think that right now academia is overrun with literature that is rich in ideas but low in wisdom," Wilson reflected. "I appreciate literature that doesn't shirk away from questions involving wisdom and a good life." All of the works he brought to his new school are congruent with his philosophy on literature and reflect his teaching style.

Culturally, Wilson feels Durham to be the very different from Arcata. However, he found that the students of DHS responded favorably to the works of David James Duncan—specifically The Brothers K—in a manner similar to how the students of NPA responded when Wilson previously taught the text. "I think that it poses important questions about purpose and meaning in life," he explained, referring to the work's significance. "My feeling is that the novel is evenly handed in distributing its treatment of topics that are important to students."

Until the fall of 2016, Wilson facilitated student publications at NPA. Upon leaving, he handed the Heron Herald and Zeitgeist, the school's literary magazine, to history teacher Andrew Freeman. However, his departure was not the end of his involvement in student publications. Wilson has been working with the Chico Enterprise Record, a paper he previously wrote for, to start a new paper at DHS. He believes they will be able to print their first issue before the end

of the school year.

Although he is no longer directly involved with the Heron Herald, Wilson is optimistic for its future. "My hope is that it continues to serve as a platform to amplify students' voices and take a serious look at matters that are pressing both at the global and local level," he asserted. "I hope that it also showcases some of the accomplishments of our alumni

because NPA is the starting point of a journey, not the end."

Wilson feels student publications are important for two reasons: they give students an opportunity to showcase their writing and shed light on matters that might otherwise go unnoticed. In explanation of the second point, Wilson referenced an article published last year on Abdulrahman Abood, an exchange student from Yemen. Abood's family was trapped in war-torn Yemen, and the story focused on his efforts to cope with the situation. This was something that many NPA students were unaware of, and it offered perspective on how fortunate the community is to live without the fear and hardships of war. "Through the stories the Heron Herald pursued, it helped to show that there's much more to the student body than we see on a daily basis," Wilson commented. "Students have much more depth than they might've realized beforehand."

In the future, Wilson hopes that his professional career will again intersect with journalism. He feels that journalism is currently at a crossroads brought on by the push to digitize and the influence of social media. "I think what's being sacrificed is strong storytelling, and my hope is to seek out stories and tell them through the framework of print journalism," he explained. In 2016, Wilson covered Nahshon Garrett's win at the NCAA Division 1 Wrestling Championships for the Chico Enterprise Record. For this story, the California Newspaper Association awarded him first place for best sports game story of the year. Garrett has the opportunity to compete in the 2020 Tokyo Summer Olympic Games, and Wilson hopes he will be able to cover the story.

When asked what reading he would recommend to the students at NPA, Wilson immediately responded with the name "Wendell Berry," a poet who in



PHOTO COURTESY OF ZALIAH FINEGAN

**Former NPA teacher Nick Wilson enjoying the company of the school cat, Ernesto, while working. Wilson moved to Chico this past fall where he continues to teach English.**

some ways represents the modern transcendentalist. "He's a learned farmer who writes in the same traditions as Ralph Waldo Emerson and Henry David Thoreau," Wilson explained. Berry addresses contemporary issues in his writings, thereby giving the transcendentalist movement current relevance.

Wilson hopes that students will

continue to connect with him as they move forward in their academic careers. He does not see his dedication to students as being bound to the context of the classroom. Whether it be to look at a paper or simply to keep in touch, Wilson hopes students will stay in contact with him. As he said, "For me the whole joy of teaching is seeing your talents come to fruition once you leave NPA."





# A portrait of the senior class

**By Amelia David, Morgan Hartlein Allen, Rachel Post, and Leah Selcer**  
*Staff Writers*

3,600 hours together, yet we almost never see eye to eye. The senior class of 2017 is dynamic, opinionated, and outgoing. Our shared experiences have allowed us to relate to one another while maintaining our individuality. Our class is distinguished by our unity in separation. From our freshman orientation at Redwood Park, to the day we all receive our diplomas, we are one group, connected by our mutual experiences.

Our class burst into our freshman year like a stampede of elephants. And, much like a herd of elephants in a small space, we did not go unnoticed. In fact, within our first semester, our class was responsible for breaking three windows, much to the chagrin of the administration. Nevertheless, we were deemed a group of many questions with a voracious fervor for discovery. Because of the size of our class (we began at about 45 students), we quickly diverged into smaller groups and cliques in order to feel safe in the vast mystery that was high school. We were still able, however, to rally around our communal love for fiery debate and extraordinary talent for memorizing Greek and Latin roots, or as we affectionately remember Eve Lubowe calling them “ruts.” As socially divided as we were, we created many things through teamwork, such as Mexican Stickball, a sport made up in the free moments waiting for the bus to take us from the annex to the church.

Our freshman class was greatly influenced by the presence of our seniors who prided themselves on interacting with us semi-regularly. This was in part due to the fearlessness of many of us who were determined to create friendships with those intimidating and alluring upperclassmen we strived to become one day. Our frequent all-school meetings served as the ultimate bonding event between classes. Every single week, without fail, our little cult would congregate in the sanctuary to discuss in great length issues ranging from the importance of cleaning our plates to how we can support each other in the face of adversity. These discussions were represented in the incredibly symbolic and only slightly embarrassing skits we were forced to present. As much as we may have grumbled about this arguably pointless task, the sheer act of standing up in front of the whole school and making a complete fool of yourself, then getting to watch everyone else do the same, showed us that vulnerability can bring you closer as a community. As a result, the seniors became more than willing to help out us poor, naive freshmen elephants as we stumbled through the carnival that was our first year of high school, feeding us peanuts along the way.

Sophomore year is hard. For some reason, this year seems to be a perfect storm of hardships. You are no longer freshmen, nor are you yet a part of the International Baccalaureate Programme (IB). As a class we were are left idle in the twilight zone of emotional toil and surprising academic motivation. For some reason, in sophomore year, classes tend to reevaluate their social priorities. Our class in particular went through a large reordering of friend groups. Perhaps it was because many of our classmates decided NPA was not for them and we had to reevaluate relationships with those that were close to us. For whatever reason, it happened. Couples we had doted on as a class separated to allow the growth of individuals, exclusive friend groups divided to find individuality, and in turn, many of us focused in on our academic lives. In discovering ourselves as individuals, we were able to establish what was important to us and build those values against each other, becoming a more cohesive whole.

A new teacher entered our lives—someone who was feared and respected—but we couldn’t quite tell what the fuss was about until we entered his classroom. Fear aside, Nick Wilson’s English class was undoubtedly an extremely influential part of our sophomore year. We had begun to realize we would have to make major academic choices soon. Every skill we were



PHOTO BY SARAH HASIUK  
**From left to right: Leah Selcer, Rachel Post, Amelia David, and Morgan Hartlein Allen. This year’s senior class departs the school with a feeling of unity. From Mexican Stickball to a passion for fiery debate, many mutual experiences have drawn the class together.**

building counted towards our future. The literary works we tackled in our sophomore English class helped us to realize the limitations of our minds and push to stretch those limits. We operated with a passion for learning. Literary analysis was like a thrillingly incessant treasure hunt, each of us fighting for the best piece of evidence to prove our points.

One particular treasure hunt which comes to mind is our reading of the short story “Hills Like White Elephants” by Ernest Hemingway. On the surface, the story seems to be straightforward. With little dialogue between the two characters, one might assume there isn’t much to it. However, as we looked into the particular words used and the depictions of images, we found meanings and underlying messages from the author we never expected. Uncovering those themes and having evidence to back them up was like having a light bulb turned on. We all were scrambling frantically to find the right words to articulate the ideas that were buzzing around in our heads. This short story is a reminder of the world of learning of which we were beginning to explore. This lesson was eye-opening in that it taught us there was still knowledge left to uncover. This fervor for academic growth carried us through our tougher years in the IB, pushed us to strive for our individual best, and helped us persevere through the challenges that were yet to come.

Our class stepped into junior year with a certain buoyancy. The responsibility that came with being upperclassmen, the IB program, and the looming college process would have defeated us as sophomores. However, somehow between sophomore and junior year, our class was able to transform into a unit ready to meet the challenges that faced us. Maybe it was reading War and Peace that summer, or maybe it was the excitement about the prospect for a new beginning after the lows of sophomore year. Whatever it was, junior year was special because, although the class had many goals in common, each person was able to explore their identities with more perspective and individuality.

Each member of the class experienced ups and downs during junior year, but the combination of academic challenge and excitement that came in the form of free periods and a general increase in freedom, created a confidence unlike any other year at NPA. With this confidence and drive, we took ownership of our education. We had to choose the subjects we wanted to study, and learn to use our time wisely. Many of us chose to test out of one or two IB subjects, which pushed us to concentrate junior year’s fast-paced energy into intense study sessions and feelings of triumph after taking exams we felt extremely prepared for thanks to our own studying—no junior is babied through the testing out process. Students could be seen basking in the sun discussing Nietzsche after their philosophy exams, or reciting the ions needed for nerve-synapses to occur after their bio exams. These kinds of experiences, which were shared in the class’s energy, yet individual in process and practice, are what defined junior year, and pushed us into senior year ready to face new struggles.

For the entirety of our time at NPA, teachers used the foreboding end-of-the-line IB components to frighten us into putting the work in early. It was a grand scheme that fit together like a puzzle. We were told if we participated in class discussions in English, we would score well on the oral commentary, and if we developed our time-management skills while writing research papers, the extended essay would not be so overwhelming. Though daunting, these scare tactics worked. Unbeknownst to us, we were honing valuable skills that would help us push through fall’s college application frenzy to the last testing weeks of May.

Despite the constant buzz, and at times roar, of anxiety that the year brought, there was a certain comfort in being a senior. The responsibility of the role inflated our collective confidence and made us realize our actions had real impact and influence on the student body. Knowing that we had made it to the last year of high school relatively unscathed gave us hope. We had gotten a taste of the IB and made it out alive. What were a few more tests to stand in our way?

In the year’s more turbulent times, we had a haven. Like a port in the storm, the senior meeting was there for us. There, Michael Bazemore, with his cool-headed charisma, guided us through the college application process, offering his advice every step of the way. To keep us on track with admissions and IB deadlines, Amy Miller would step in, always providing some handy tip for success from Cal Newport’s How to Become a Straight-A Student: The Unconventional Strategies Real College Students Use to Score High while Studying Less. Except for English class, it was the only time during the week that we met as a whole, for better or worse. Our schedules had diverged, and we took solace in knowing that Thursdays were reserved for us to meet and weather the storm together.

As freshmen, it was hard to imagine that the upperclassmen had ever cozied up on the floor of the fireside to learn biology or quietly mumbled their best guess of the lyrics to “Non nobis Domine, non nobis” during choir. Joining what many students have humorously called the “NPA cult” wasn’t easy, and there were times during that first year when it didn’t quite feel like we had integrated into the school’s distinct culture. Now, four years later, it feels as though our class has been part of it forever. This year we came full circle, tapping into our freshman “ruts” by reviving old classics like Mexican Stickball and our passion for fiery debate. We have rarely seen eye-to-eye, but even 20 years from now, we will still feel a bond over our NPA community and the aspects of our class that made us unique.

To put it simply, the class of 2017 is one group, one community, functioning together and depending on one another like proteins and amino acids.

# Freshman journalists reflect



PHOTO BY SARAH HASIUK  
**From left to right: Omega Gaskill, Autumn Wright, and Gail McComas.**

**By Autumn Wright, Omega Gaskill, and Gale McComas**  
*Staff Writers*

Our expectations before coming to NPA were drastically different than what we eventually came to experience. The year has flown by, and so, as it draws to a close, we reminisce. This year, we have all bonded over the joys and pains of adjusting to a new environment. We have become close to one another, and even though we have our differences, we will always treasure our freshman year.

High school is an extremely different world than what most people experience in middle school. The idea that high school is a wonderful place to meet new people and to make lifelong friends rings true.

At the first orientation at Jean Bazemore’s house we

were all terrified. We didn’t know each other, and it took some time to get used to the way NPA works. However, we came to treasure NPA’s traditions, and take pride in the eccentricities of our school. The only rule at NPA? Respect. As the freshman class, we never realized how important that word is. Together as a class and school we learned to respect—the school, the campus, ourselves and each other—in some way or another.

One aspect of attending a school like NPA is the shared feeling of knowing that both our teachers, and our peers care for our well-being and livelihood. Though at times it feels like we are all alone on this crazy journey of high school, we are all in this together.

We all genuinely care about our education. That’s why we came to NPA.

It’s difficult to explain freshman year. It has changed

who we are and has helped us to learn how to cope with issues we may have not been able to handle in middle school. We went through the tribulations of this first year, and we all know, while you may feel alone with the constant weight of self doubt, your class is always there for you.

As the year is coming to a close, we’re saddened by the fact that we will never have quite the same experiences again. Lying ahead is the dreaded IB program, and we are making sure we can get adjusted to the work and fast-paced education before we begin. We’ve all heard the tales about years to come from upperclassmen. They say freshman year is a breeze, and to treasure the classes you have with favorite teachers. This year has prepared and tested us for all we are worth, making us better for it. After all this, we have the rest of our lives ahead of us.



PHOTO BY CELESTE KASTEL-RIGGAN  
**The freshmen pose during their first cotillion at the Wharfinger Building in Eureka. Despite their differences, the freshman class has grown together during their first year at NPA.**





# Humboldt appeal draws departed alumni



PHOTO COURTESY OF KEENAN HILTON  
**NPA class of 2010 graduate Keenan Hilton poses with fellow students and teachers Marceau Verdiere and Dr. Jean Bazemore during the school’s trip to Sweden in 2009. Currently employed by NPA, Hilton returned to Humboldt County after living for two years in San Juan, Puerto Rico.**

**By Kai Cooper**  
*Staff Writer*

Coursing through the veins of many high school seniors is the urge to escape their hometown. Despite this, only a few years after graduating, countless alumni return to the towns they so desperately tried to leave. What is their motivation?

Keenan Hilton, an NPA Class of 2010 graduate who currently lives in Humboldt, said there are several reasons seniors want to leave. However, there is also something that draws them back. Often it is family, community, or the sheer beauty of the place.

Hilton was born in Humboldt County and grew up in McKinleyville. The decision for him to come to NPA was made in primary school. His mother was drawn to the school through her experiences with its holiday caroling visits to Adult Day Health Care. After singing, the students shared about their high school, and the seniors spoke about where they would be attending

college the following year.

After finishing high school, the majority of Hilton’s fellow graduates left the area. Hilton followed suit and attended Whitman College in the state of Washington. “I studied politics and environmental studies in college. Through my course of study, I developed a different way of interacting with [the idea of] ‘place.’”

After finishing his studies at Whitman College, he moved to San Juan, Puerto Rico. At that time, he did not see himself moving back to Humboldt County. There, he developed a connection unlike the one he had with his hometown. He was able to understand the dynamic of the city, its community, and the way it functioned. After two years, he recognized the importance Humboldt County had to him. “That was where the magnetism came from. I wanted to take the academic perspective I developed in college of understanding ‘place’ and bring it back to the place that shaped me,” Hilton reflected. “I was only able to realize the reasons why I wanted to live here because I left.”

Another alumna who currently resides in Humboldt County is Emily Cornelius of the class of 2012. She was raised in Austin, Texas, and came to NPA as a junior, moving specifically for the education which the school could provide. “NPA is a school with so many opportunities. Its devotion to cultural exchange and traveling to other countries was the main reason I knew I had to go,” Cornelius explained.

After graduating, Cornelius’s initial plan was to take a year to work and attend college in Canada, but within that year she decided to stay in Humboldt and attend Humboldt State University. “I chose to

stay in Humboldt because it became my home, and I wanted to stay near my family,” she recalled. “It is also a beautiful place with an inspiring community.”

Both alums agree that Humboldt is a unique area. “A general impression I get is people feel comfortable here,” Hilton reflected. “If you go out and live in a place that is significantly more challenging, say in a big city where getting to work is something you have to dedicate an hour of your day to, coming back to Arcata seems pretty relaxing, pretty comfortable.”

Another thing that makes Humboldt County rare is the environment. With beautiful coastlines and the tallest trees in the world, the area is truly unique. “If going alone, or with a friend, to the ocean, to the mountains, and to the river in the same day is something that is going to feed your soul, this area could be a good option for you. But don’t bring too many of your friends,” Hilton remarked

humorously.

“Don’t let yourself or anyone else give you anxiety about knowing exactly what college to go to, what to study, and who you want to be. It’s okay to feel unsure and there is plenty of time. Life outside of high school is a very different place,” Cornelius explained. “You will change. Everyone is on their own journey. Follow your gut. Take advantage of all the opportunities ahead of you. Even if you are certain about what you want to do, be open to other things.”

In the end, there are several reasons alums come back to their hometown. Whether due to family, community, or the scenery, Humboldt County is diverse and one of a kind. “I encourage current students, if they have the desire to leave, to strike out [and] adventure into the world outside of this bizarre little redwood island that we have ... I don’t see any reason not to do it,” Hilton remarked. “Keep in mind there is a lot that is special and is great about this place ... maybe you do need to leave to be able to see it.”



PHOTO COURTESY OF KEENAN HILTON  
**Alumnus Keenan Hilton (left) poses during NPA’s trip to Thailand in 2008. Many alumni are drawn back to Humboldt because of family, the sense of community, or the area’s natural beauty.**

## Where is the class of 2017 heading after graduation?

### California:

- Reed Cabot - Cabrillo College
- Elijah Castillo - Cabrillo College
- Rachel Post - California State University, Long Beach
- Tannyce Bunch - City College of San Francisco
- Cheyenne Bailey - Humboldt State University
- Kai Cooper - Humboldt State University
- Adrienne Kerr - Humboldt State University
- Liam McLaughlin - Humboldt State University
- Hadden Sorter - working in Humboldt County
- Lily Ryman - Sonoma State University
- Justin Cataldo - University of California, Berkeley
- Jennifer Jensen - University of California, Berkeley
- Leah Selcer - University of California, Berkeley
- Madeline Scott - University of California, Berkeley
- Isabella White - University of California, Berkeley or gap year in Denmark through the Rotary Youth Exchange
- Victoria Roberts - University of California, Merced or University of California, Davis
- Talavan Cohen - University of California, Santa Barbara
- Raven Arnold - University of California, Santa Cruz
- Misha Feral - University of California, Santa Cruz
- Trey Vera - University of California, Santa Cruz

### New Mexico:

- Alex Ehret - New Mexico State University
- Jeremy Reiner - St. John’s College

### New York:

- Amelia David - Bard College
- Isaac Murphy - Cornell University

### Oregon:

- Georgia King - Lewis and Clark College
- Cairo Aguilar - Southern Oregon University
- Laird Leatherwood - Southern Oregon University
- Olivia McGahan - Southern Oregon University
- Ava Newhouse - University of Oregon

### Pennsylvania:

- Morgan Hartlein Allen - Bryn Mawr College
- India Allen - University of Pennsylvania

### Vermont:

- Kobi Jones - Green Mountain College

### Washington:

- Kyle Parkhurst - University of Puget Sound
- Tessa Paulson-Palmer - University of Puget Sound



PHOTO BY CELESTE KASTEL-RIGGAN  
**The class of 2017 poses during the May Day celebration. The seniors will graduate June 3rd, 2017 at the Bazemore residence in Trinidad.**

## Letter from incoming Heron Herald editor

**By Mattea Denney**  
*Staff Writer*

I believe that the Heron Herald is an important part of NPA. The school’s newspaper prides itself on providing accurate and professional reports of stories about the school and the surrounding community. This legacy will continue next year as the Heron Herald staff continues to bring the student body and the community a quality student journal that goes above and beyond the expectations of a school paper.

Upon starting school at NPA earlier this year, I regret to admit that I did not have any experience with journalism. When I joined the Heron Herald staff, I was quite nervous. How do you even write an article? What is a column? These were questions I did not know the answer to. Nevertheless, I quickly learned and discovered my love for journalism. It is a fantastic creative outlet, as well as great way to develop writing and communication skills. However, journalism also provides an opportunity for writers to serve the readers and provide accurate and honest information. That, I think, is the most important part.

The Heron Herald is much different than what most would expect a school newspaper to be. Having moved to NPA just this year, I was very impressed with the quality of the Heron Herald compared to the newspaper published at my previous school. I saw how the staff puts an impressive amount of effort into articles that are relevant, interesting, and meaningful. The utmost professionalism that is demonstrated by my fellow Heron Herald staff members is definitely impressive. From articles about school activities and students to community events, every article is written with integrity and finesse. Continuing the high standard of content is very important, and I can promise that next year, when I step into the role of editor, the professionalism demonstrated by the Heron Herald staff is not going change.

Along with maintaining the newspaper’s high quality, I also hope to incorporate some more

community stories. While the Heron Herald’s first priority is to report on events that pertain specifically to NPA, there are so many things that happen in the community that affect our school. There are a number events in our community that can have an influence on NPA and, therefore, should be mentioned in the school newspaper. Things like city council rulings, community organized groups, and community events are all things that could affect NPA, so students should know about them. These types of stories will not only inform students and NPA community members about the happenings in our area, but it will also give students the opportunity to become acquainted with the issues that affect their community and school.

As next year’s Heron Herald editor, I want to continue to provide the quality and integrity that is found in the school’s newspaper. In our current world, where the public’s relationship with the media is often tumultuous, it is extremely important to set a precedent of honesty and professionalism. NPA’s students and community deserve the same quality and integrity and nothing less. I will strive to make that a priority in the coming school year. The future of the Heron Herald is bright, and I am very excited to see what next year has in store.



**Mattea Denney**





# Collecting fragments of history

## NPA teacher Freeman on mission to save government documents

**By Amelia David**  
*Staff Writer*

What do we keep? What should we get rid of? These questions are encountered in most aspects of life. However, they become particularly difficult to answer when archiving historical artifacts. It's never the case that everything can be kept, and in light of this comes the daunting task of deciding which parts of history will be useful and significant for future generations.

This was the dilemma which faced NPA's history teacher Andrew Freeman. Freeman was on the third floor of the Humboldt State University library when he noticed that government documents were being taken off the shelves and carted away. He was concerned because while some documents were being moved as a part of a reorganization effort, others were simply being thrown away. "I was curious about what kinds of documents were being discarded. I came to find in looking at some of those documents they still held practical values and/or historical value," he said.

Through speaking with a librarian, Freeman was able to establish the NPA Government Documents Project. This project entails sorting through documents which are labeled for discard and saving those which are deemed valuable. Some of the things he finds are useful for NPA's academic purposes, but most of the documents are things that Freeman sees as potentially being of value to other institutions, libraries, or nonprofits. The goal of the project is to identify organizations who would find the documents useful and offer the materials to them. "[The project] is important to me because I have a personal belief that there's great value in working with books and printed materials, and I'm not sold

on the move towards digital reading," Freeman said. "I find it personally easier to use printed materials. I also worry about the way that online research works. In some ways I think that it is diminishing the quality of research."

Freeman finds that deciding what is valuable in a historical context can become a difficult task. "I'm making micro decisions and I don't feel totally comfortable doing it. Maybe someone would really like this and I am deciding to throw it away; I don't like that. But of course, if I didn't do it, everything would be thrown away, so I find a little solace in the fact that I'm saving some things," Freeman said. However, being a history teacher himself, he has a sturdy realm of knowledge to base his decisions off of. "I'm just using my best judgement but it is not perfect. I feel a little lonely up there sometimes honestly," he confessed.

While it can be lonely, he is not alone in this project. Freeman has recruited a team of five NPA students to help him contact the organizations and sort the documents a second time in a more refined way. He feels that the skills the students gain in the process are valuable and applicable to other areas. "In an interesting way, [the students are] gaining research skills. Students that are involved with this project are going through all these documents. They start to see there's certain collections and certain publications that have been grouped together; a lot of it is somewhat obscure even," Freeman said. Students also learn about how to navigate public relations when they call the organizations. Not every organization wants to accept the documents, but the students are able to grow by asserting themselves and vouching for the value of the materials.

Freeman often encourages his students to utilize government documents and resources for their ac-

ademic research. Not all students take his advice but he knows that for those who do, it will be of great value. "You get a lot of data and statistical information out of it and that kind of stuff is great for historical research. When you're working with themes and big ideas, to be able to bring it home with some solid government reports is a real value," Freeman said. He also feels that the students who participate in the project are gaining skills which one might not get anywhere else. "I think there's a special skill that develops when you organize things," he asserted.

One student who can verify this is Ryan Meshulam, an NPA junior who Freeman feels has gone above and beyond in his work. Meshulam sees great merit in the project's mission. "It is important to not destroy this information if it is going to be useful," he said. "I'm gaining phone calling skills and archiving skills and categorization skills and lots of other stuff. It's great."

Meshulam has had multiple successes in contacting organizations. He has sent materials to the Rich-

mond Museum, the Indian Health Program Office and the San Francisco Maritime National Historic Park Museum.

"There's a value in the process that we're going

through, and of course, a value for the actual recipients of these documents," Freeman asserted. However, the largest take away is the worth it holds for students like Meshulam. Freeman

concluded, "That is the saving grace of the project. At the end of the day, if people don't want the documents and no one cares anymore, I think the students are gaining skills."



PHOTO BY MORGAN HARTLEIN ALLEN  
**History teacher Andrew Freeman holds a stack of documents he collected from the HSU library that were destined for the recycling can. The library is currently reorganizing many of its old government documents and throwing away those it deems unimportant.**



PHOTO BY MORGAN HARTLEIN ALLEN  
**Sarah Hasiuk (left) discusses what should be done with old Coast Guard documents with NPA teacher and head of the government documents project Andrew Freeman (right).**

# Humboldt's favorite herd

## Seniors Post and Selcer perform in nostalgic theatre review



PHOTO COURTESY OF RACHEL POST  
**From left to right: Isabella Loch, Leah Selcer, Kayla Kossow, and Rachel Post. The group that was affectionately nicknamed "the herd" by one of their theatre teachers stands together during a publicity shoot for their senior musical theatre review. The group sang together in a nostalgic performance for family, friends, and the community.**

**By Amelia David**  
*Staff Writer*

NPA senior Rachel Post has been singing and performing for most of her life. For her, theatre is something that has fostered long-lasting friendships and bound her to the community. In eighth grade, she attended the senior recital of an NPA alumni, and she knew that was something she wanted to do too.

The event had been on her mind for years, but when it came time to put the show together it felt wrong to do it alone. She called on some of her best friends who she had been performing with for years: Isabella Loch, Kayla Kossow, and Leah Selcer, another senior at NPA. "I honestly couldn't imagine having a senior recital without them," Post said. If this was to be a reflection of her theatrical journey, she knew they had to be

a part of it. When she reached out to them they were all excited about the idea.

Recalling Post's proposal, Selcer exclaimed, "I was really enthusiastic about it! This was a great way to not have it be all on me and instead to get to perform with people I love."

The group of friends performed their first show together in the spring of 2009 and have been close ever since. The show, "Seussical the Musical," was produced by Humboldt Light Opera Company's (HLOC) program, KidCo. Selcer, Kossow, and Loch had been involved in a few productions previous to this production, however this was Post's first show with HLOC and the group. "That's where it all started," Post said. They would later be named by their teacher and director, Carol Ryder, as "The Herd". The group of friends were inseparable in rehearsals and thus gained their

name. "Now that we are graduating, we see the new crop of KidCo kids. They're the new 'herd'; it is funny to us to see that it never changes, that theatre is a bonding experience," Post reflected.

In planning their recital, they thought back to songs they had already performed together and other songs they had always wanted to sing. "It came about by us reminiscing on past shows," Post explained. "It was less about what we were working on in voice lessons and more about doing songs that we really loved and wanted."

Selcer performed a piece she had been working on since October of 2016. It was a piece based on "The Diary of Anne Frank," a stage adaptation of The Diary of a Young Girl by Anne Frank, that her voice teacher had told her about in April of that year. She warned her that the song would be very difficult, and, after taking the summer to contemplate it before returning to voice lessons that fall, Selcer decided she was ready to take it on. "I just fell in love with the piece, I think it's beautiful. It's amazing. It's definitely my favorite piece I've ever done and also the most challenging, but I love it," she reflected. In her performance it was clear she had dedicated time and effort to this piece, and her love for it showed through.

The event was held on Sunday, March 19th at HLOC's The SPACE in Sunny Brae and was titled "Half of our Lives Together!" It was Post's job to organize the event and make sure it ran smoothly. "There was more to organizing it than I thought there was going to be. I was a little surprised at how much I had to think of," she explained. The space was donated to them for free but Post did have to pay out of pocket for some of the productions expenses such as publicity. "I felt good about [paying out of pocket], like

'yes I can put my own sweat, blood and tears into this and be really proud of what I'm creating!'" she exclaimed.

While Post did work hard to bring her idea to life, she was not alone. She had lots of help from her friends and their families along with the support gained from the larger HLOC community. "It was really nice to have a whole team on my side," she said.

They wanted to make sure they were giving back to the community after receiving so much support. This is why they made sure the performance was free. The space was small but it was completely filled. "It was great because I felt like so many people who I care about and who care about me were there, it was wonderful," Selcer reflected.

Even though the event was free, they received a total of \$300 in donations from everyone who came. "I think that really goes to show how dedicated our community is and how supportive they are of our futures. We have a mutual adoration for the arts and young people wanting to experience theater," Post said.

Due to the busy schedules of the performers, many of the rehearsals were done days before the show. "This wasn't a polished recital, it was more an opportunity to get to sing with people that I really enjoy singing with ... I think it turned out really nice," Selcer said contently.

The amount of people in the small space gave the performances an intimate and personal feel. There were tears and laughter that the audience and the performers shared.

"I think singing with other people is really important, and I've definitely learned that through NPA's choir. It connects people. Whether you're singing with just one other person or a group of 150 like we do at NPA, you feel connected. You're all working towards one goal and you have something in common and that is just amazing," Selcer concluded





# Arcata takes steps to become a sanctuary city

**By Mattea Denney**  
*Staff Writer*

The inauguration of President Donald Trump has brought about many changes, legislatively and culturally. These changes affect not only government on a federal level, but also smaller governments such as the city of Arcata.

With the current presidential administration’s strong view on immigration, a wave of uncertainty has affected documented and undocumented individuals alike. Many city governments are combating this fear by declaring themselves a “sanctuary city.” The term refers to a city that permits the residence of undocumented immigrants and helps them avoid deportation. The city’s law enforcement does not investigate documentation status.

The current president is strongly against the creation of sanctuary cities and has taken measures to combat the movement. The largest threat facing prospective sanctuaries are funding cuts. The president has promised that he will greatly reduce the amount of government funds going to cities that have declared themselves “sanctuaries.” These threats have caused city governments, including the city council of Arcata, to be very split in their views surrounding the protection of undocumented residents. Despite the uncertainty, on May 16, the Arcata city council passed an ordinance declaring Arcata a “sanctuary city.” The ordinance will come back to the council for complete adoption at a future meeting and will become official 30 days after that meeting.

“This wasn’t something we were talking about before November of 2016,” city council member Sofia Pereira said. Pereira has been in support of Arcata protecting its undocumented residents ever since the presidential election. “After the election, one of the first things that I thought about was what we could do at a local level to really have an impact on what has happened,” Pereira recalled. “Many people identified becoming a sanctuary city as a way to show solidarity with communities across the country, but to also express our support for those that are undocumented in our own community and do something ‘concrete’ to create those reassurances that our police and city resources aren’t going towards immigration.”

For many years, Arcata Police Department has worked under the policy that they do not ask about immigration status, but the sanctuary city movement is more focused on portraying a message of safety and solidarity. “We’ve operated, as a city, not asking about people’s immigration status. That has not been our policy, but now we need to do a better job of communicating to the public that it’s not something we do or intend to do,” Pereira explained. The solution to this issue of public communication was discussed at a city council meeting in April of 2017. Citizens of all ages attended the meeting to present their thoughts and opinions on the matter. There were strong and passionate arguments presented for both sides.

One of the community members in support of Arcata becoming a sanctuary city was Renee Saucedo, a committee member of Centro del Pueblo, a non-profit advocacy group that provides services for families in a culturally, ethnically and linguistically competent basis. She was the first to speak at the city council meeting and gave her views and hopes for the future of Arcata. “Centro del Pueblo hears the stories of terror,” Saucedo asserted at the meeting. “The mere presence or the mere perception of ICE [Immigration and Customs Enforcement] presence in our county causes people to be so afraid that they don’t leave their homes for days. They are afraid to cooperate with local police or sheriff. They are so afraid that sometimes they don’t even take their children to school or to seek healthcare services which they are legally entitled to regardless of their immigration status.”

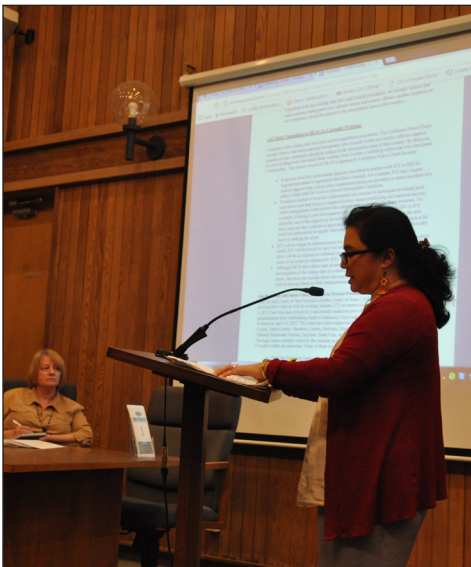


PHOTO BY MATTEA DENNEY  
**Renee Saucedo, a committee member of Centro del Pueblo, speaks at an Arcata city council meeting.**



PHOTO BY MATTEA DENNEY  
**City Council members Paul Pitino, Michael Winkler, Mayor Susan Ornelas, and Sofia Pereira discuss the Sanctuary City status of Arcata at a city council meeting.**

Another benefit of being a sanctuary city includes the potential for lower crime rates. As explained by Pereira, “If an undocumented person was a victim of a crime, like a sexual assault or a robbery, and if they are afraid that if they go to the police they will be questioned about their immigration status or ICE getting invited to join, they have a fear that they could get detained and deported.” Becoming a sanctuary city can aide in building trust between law enforcement and the community. Therefore, crime rates can decrease, and have been shown to decrease, in sanctuary cities due to crimes being reported without fear of immigration-related interrogation.

The arguments against becoming a sanctuary city are strongly related to the influence of the federal government. “There is a lot of fear surrounding the threats that President Trump has made about pulling funding from communities that identify as sanctuaries,” Pereira said. The administration has already threatened the state of California with funding cuts after California was declared a ‘sanctuary state.’

Among the supporting citizens at the city council meeting, a smaller amount of citizens who were opposed were also present. “Crossing the U.S. border is not a civil right or a human right,” expressed one constituent. Citizens who are against the sanctuary city movement are also bringing up the fact that immigration might be out of the scope of local government. “You’ll have some people say that talking about becoming a sanctuary city is a distraction from the things that we should be focusing on such as potholes and issues with the plaza,” Pereira explained. “Of course, that’s not how I feel, but that is one of the broader concerns people have.”

The City Council of Arcata passed a resolution in April that declared Arcata’s refusal to focus on immigration status in their law enforcement. The resolution did not include the word “sanctuary” in order to protect Arcata from the potential funding cuts threatened by the President. While many community members saw this resolution as a step in the right direction, they still believed that an ordinance with the phrase “sanctuary city” would be more effective. “Sometimes, people think a resolution doesn’t carry as much weight as an ordinance,” explained Pereira. “Ordinances are basically laws that are on the books ... whereas resolutions can be more internal policies. They typically pertain to how the city is actually functioning internally.”

On April 26, 2017, Judge William H. Orrick ruled that the Trump administration could not enforce their threat of cutting funding from sanctuary cities. The threat of funding cuts was a persistent argument against becoming a sanctuary city, so this new ruling changed the “status quo” of the situation once again. Finally passing the initial ordinance which declares Arcata a sanctuary city on May 16, 2017 was the latest action taken by the Arcata City Council.

Many believe that things will continue to change in the federal government. Despite the ever-changing circumstances, Pereira and the city council of Arcata have worked to provide a solution that the community is satisfied with. “We are working in a new reality,” Pereira said. “and I believe it is better to do something small than do nothing at all.”

# Boys tennis’ greatest rival: Mother Nature



PHOTO BY LEILA MOSS  
**From left to right: Michael Bazemore, Jackson Rankin, Jeremy Reiner. The NPA’s boys tennis team stands in the midst of a practice with coach Michael Bazemore. With the unusual slew of bad weather, the team did not have the playing opportunities they have had in previous years.**

**By Talavan Cohen**  
*Staff Writer*

“Short and frustrating, but with a good outcome.” That’s how NPA tennis coach and Head of School Michael Bazemore described the boys team’s 2017 season. In the previous off-season, the departure of the class of 2016’s cadre of stalwarts put more inexperienced players in key roster spots, decreasing available depth. NPA’s lone local rival, Arcata High School, had improved since last season and looked to snatch the Humboldt-Del Norte (HDN) league title away from reigning two-time champion, NPA.

However, the biggest challenge faced by Bazemore’s squad came not on the court, but from Mother Nature. “It was the rainiest year I can remember,” Bazemore recalled. “We’ve had years in the past that I thought were very rainy, but this year it just kept coming.” The inclement weather limited NPA’s practice time and was responsible for the slough of match cancellations. As a result, not a single team in the HDN league was able to complete their entire schedule. According to Bazemore, it hadn’t happened in all of his 16 years of coaching in the league. Due to the effects of this

unusually wet weather, NPA struggled to get into a playing rhythm all season. “Just the weirdness of the season, the consistent rain that plagued most of our practice days and game days,” the team’s no. 2 player, senior Hadden Sorter, observed. “It lowered morale.”

In addition, player development was notably set back by the incomplete season. The 2018 season is expected to have an interesting dynamic as the incoming class of freshman will likely boost NPA’s depth immediately, making the team both more talented and even younger. The new freshman class will include students from the NPA middle school who have been honing their tennis skills for the past two years. Meanwhile, the four current players with prior tennis experience set to return next year will all have a shot at occupying the no. 1 spot on the team’s ladder. New players that were expected to progress significantly this season weren’t able to participate as much as a result of the weather. “It would’ve been nice to get them to be more experienced, and for them to have more time to develop as players,” sophomore team member Gabriel Blank admitted.

One huge bright spot throughout the campaign was team captain Jeremy Reiner who stepped into the role of team leader and mentor to younger players. He cited the experience of teaching for the previous two years at summer clinics as something which developed him as a coach. “It increased my awareness of people’s technique, what the optimal technique is, and how to implement that,” Reiner explained. He led by example, capturing the HDN singles title again—ending his career with back to back titles, an NPA record. To the delight of his coach and teammates, Reiner managed to top himself at sectionals, achieving the historic feat of becoming the first HDN native to ever win a match at the event. In the semifinals, the NPA standout was able to compete with a strong top seed, a very strong showing despite his ultimate defeat. “That was where he really showed me that he had arrived at a higher level of tennis,” Bazemore recalled. “I was really proud of him for being able to step up and make a lot of adjustments that you have to make when you play somebody who’s a highly skilled player.” This was especially impressive coming in the wake of a regular season which offered Reiner little competitive challenge. “He was able to assert his dominance to the degree that people did not believe they could beat him,” Bazemore revealed. “That’s a good thing. If you’re in people’s heads, and before you step on the court they’re already assuming that they are going to lose, that says something about your abilities, your accomplishments, and about your commitment to tennis.”

Overall, NPA achieved many of its goals this season. Although the team finished in a tie for second in league standings, it won four singles and doubles ladder positions

at HDNs (the year-end title tournament). This equaled the four positions won by an Arcata High team that had proven itself to be a shade more talented than NPA during the regular season. Of course, the ultimate goal of the NPA tennis program is not to win matches, but to help players develop complete tennis games that they can use for the rest of their lives. This is something that takes time—hence the frustration at so much lost this season to factors outside of anyone’s control. Some NPA players plan to make up some of those hours during this summer, working independently to improve their games, and holding out hope, along with all of their teammates, for a less soggy 2018.



PHOTO BY LEILA MOSS  
**Hadden Sorter, NPA’s no. 2 player in 2017, winds up his powerful serve. Although the team finished in a tie for second in league standings, it won four singles and doubles ladder positions at HDNs, the year-end title tournament.**





# From college to Kazakhstan

## NPA alumnus Benoit finds work teaching overseas

**By Morgan Hartlein Allen**  
*Staff Writer*

Life after college boasts a myriad of possibilities. For some this can be overwhelming, but for NPA class of 2010 alumnus Reed Benoit, the next step was clear. After independently researching programs that combined two of his passions, traveling and teaching, Benoit found Princeton in Asia, an organization that helps recent graduates find work in Asian countries. Through the program, he found a teaching position at a university in Kazakhstan, and for the past eight months, that has been his home.

Spending time overseas after graduating college had always been at the top of Benoit's list, and he quickly realized that teaching through a specially designed program such as Princeton in Asia was the best route to take. The organization commonly offers opportunities in journalism, business development, and positions in non-governmental organizations (NGOs), but less traditional post-graduate work, such as living in a monastery, is also available. However, according to Benoit, most people choose to teach.

Benoit currently teaches English at a university in Almaty, Kazakhstan called KIMEP (formerly Kazakhstan Institute of Management, Economics, and Strategic Research). The university is conducted entirely in English, which can prove difficult for first-year students. Benoit works with the incoming classes whose grasp of the language isn't yet "up to snuff." "I'm helping them get to a level where they can participate in academic courses," Benoit explained. "It's fun." In addition to instructing in the classroom environment, Benoit also offers private tutoring to those attending KIMEP.

In Kazakhstan, many students begin their university education earlier than their peers in the United States. Benoit has encountered those as young as 16 years old in his first year classes. "Sometimes it does feel more like teaching a high school class than a university class, but I really enjoy it," he admitted. "I love my students a lot."

Benoit was surprised at how little culture shock he felt during his first few months in Kazakhstan. For this he primarily credits his experiences traveling with NPA. "[The school] helped prepare me for situations like this where I can just jump into another country and go with the flow," he said. During his time at NPA, he went to Burkina Faso,



PHOTO COURTESY OF REED BENOIT  
**NPA alumnus Reed Benoit speaks at KIMEP, a university in Almaty, Kazakhstan. Benoit began teaching English at the university through a program called Princeton in Asia.**

Ghana, and spent a month in France. Benoit also spent a gap year in Sweden, which he claims he would not have done without his experiences with Swedish exchange students at NPA and hearing his friends' glowing reviews of the country.

The transition into Kazakhstani culture was also made easier for Benoit by the fact that the city he inhabits, Almaty, is a major cosmopolitan area. It is the largest city in Kazakhstan and serves as the commercial and financial hub of Central Asia. The former capital of the country, Almaty is less than four hours away from China and a mere two hours away from Kyrgyzstan. "It's at this interesting juncture between all the different cultures," he explained. "It's a mix of Central Asian and Soviet culture and design.

It's fascinating,"

Benoit was in Kazakhstan during the 2016 United States presidential election which gave him a unique perspective on its results. "After the election, a lot of people would come up to me and say 'congratulations,' but I wasn't really in the mood to be congratulated," he said humorously. However, after reflecting on the situation with the other Americans in the Princeton in Asia program, they realized that, "while people [in Kazakhstan] didn't like Trump, they were congratulating us on having a successfully completed election. That's not something that happens here in Kazakhstan." The country is under a unitary state system, meaning that the state is governed as a single power in which the central government is ultimately supreme. Their current leader, President Nursultan Nazarbayev, has been in power since 1989, so the people of Kazakhstan have not had the opportunity to participate in a democratic election.

Benoit studied international relations in college which furthered his interest in going abroad after graduating. For this he credits NPA teacher Andrew Freeman's history class, emphasizing how it sparked his interest in the international subject area. In addition, the IB programme, despite being one of the hardest things Benoit has yet had to do, proved to be beneficial. "I think going to university with that under my belt and knowing that I could do that helped prepare me for a lot of the things I've done since then," he reflected.

In addition to the academic experience Benoit gained with NPA, the theatre exercises and performance skills he learned gave him an advantage in his pursuits after graduating college. When he first arrived in Kazakhstan, he had received limited training. "I had a certificate, but not that much experience in the classroom, so I had to fake it 'til I made it," he recalled. "All the theatre training I had at NPA made my job so much easier."

Benoit plans to stay in Kazakhstan for another year and pursue a masters at KIMEP. He encourages current NPA students to get out of their comfort zone and push themselves. As shown by Benoit, if you are willing to explore your options, your interests may lead you to unexpected places.

# Project aims to preserve memories of historic march



PHOTO COURTESY OF TERRY UYEKI  
**Pictured is Nancy Stephenson who organized Safety Marshals for the local march in Eureka. Or as she likes to call them "Marshas".**

**By Amelia David**  
*Staff Writer*

In a fight for justice and change, people rallied in the streets wearing pink hats, displaying creative signs, and making their voices heard. On January 21, 2017, women around the world held marches in their hometowns as a catalyst for change. With over 8,000 participants, the local march was said to be one of the largest protests in Humboldt County's recorded history.

One of the women who helped the event come into fruition was Terry Uyeki. After the march, there were many photos and videos being posted on the Facebook event page and Uyeki wanted to find a way to preserve and organize them. "I didn't want to lose any of that. I wanted that to be documented," she said.

Uyeki previously worked for the California Center for Rural Policy at Humboldt State University. Before she



PHOTO COURTESY OF TERRY UYEKI  
**Pictured is Gregg Moore in a pink hat which became a worldwide symbol for the march. Both men and women participated in marches around the globe and gave their support to the cause.**

left her position there, she was trained in library software packages, technology designed to archive information and stories. Uyeki realized that using one of these programs to save the photos she was receiving from the women's march would work perfectly, so she contacted the research librarian who had taught her about the programs, Carly Marino. Upon contacting her, Uyeki found that Marino had recently been considering the importance of documenting activism in Humboldt County. "It was perfect because we were both on the same page," Uyeki reflected. Both ready to take action, they set to work conducting interviews and collecting pictures of people who attended the marches, locally and elsewhere.

Helping her to conduct and compile the interviews was Tammy Scott. She heard they needed someone with a van and some spare time to conduct interviews, and Scott was eager to help. Scott has been involved in other projects around the community such as the "Women of the Northwest" show at the Arcata Playhouse and the Creamery District's Women's Festival. She was excited to contribute to collections she had used before. "It's really cool to be on the other end of [archiving] because I've used that special collections library time and time again for my work. To be able to contribute to it, to be involved on that end and work with a professional historian, to give back, has really been cool," Scott explained. Uyeki also used her previous knowledge to describe the value of this project. "I used to do qualitative research, and I can see how this could potentially be a rich area for study. In hearing all the interviews, very common themes emerged, even in talking with people across the country," she said.

Both women feel that the work they are conducting will be useful in the future. Scott found that in looking back she was able to realize how archives can affect our lives today. "I started reading all these articles about the women suffragettes and their marches. I never knew [about them]. Thank god it was documented and they had photos," she said fervently. Uyeki explained that using the resources they created allows for reflection. "Not to show my bias, but I thought maybe 50 years from now people will go 'oh that's when it all started' because you don't know in the future what impact this is going to have. I think it's really important to capture what people thought about it at the time," Uyeki said. For her, creating a personal connection with the interviewee and exploring how the march impacted them is very important. "Everyone had their unique story to tell. Both Tammy and I really enjoyed that, and I think the women in our area who marched in D.C. especially loved telling their story. It's one thing to document fact but to actually capture what it meant to people at the time, I think that's so important," Uyeki said.

When reflecting on the march, interviewees responded very positively. "[Non violence] was something about it that people could really get behind even when people didn't agree on everything," Scott clarified. Though the crowd was large and inevitably didn't agree on every issue, there was a greater feeling of hope and community. "Most people reported that it was fun and energizing. Everybody felt safe. It really energized people and made them feel positive. I think that's because it is women [organizing it], and if you look back in history at women's movements, there's something special about them," she said. The power of the movement from around the world gave way to a wave of change and activism. "The momentum was there and a

synchronicity was definitely present. Everybody we talked to was so excited and emotional about it, even though they were feeling very fearful for now and also for their children. It was really inspiring to hear young people say they felt they can do something about [issues in the community]," she said.

Many young people participated in the parade and were interviewed for the documentation process. Cora Dandeneau, an 11-year-old sixth year girl at the NPA middle school led the march, holding the banner with her classmate and friends. She was also interviewed by the archival team. "It is hard to stand up but it is what we have to do. When we march we march not only for what we believe in, but for what needs to be done. When we are old, have lived our lives and seen the world pass by, we will look back at what has been accomplished what we have changed and reformed throughout the growing of human existence," Dandeneau said passionately.

Though many marchers were young, they had no lack of influence or passion. "Something that really shone through in the interviews with younger people was that it empowered them. They had never been to a march before, and they wanted to go to [more of them]. I think it sparked something, and that makes me feel hopeful," she said.

The march introduced many of its participants to activism within the community. "People that perhaps weren't active before or weren't politically aware of things came together and stayed together and that momentum has not stopped," Scott said. Both Scott and Uyeki have continued to bring people together outside of the project to address issues in the community and come up with solutions. "[This project] is yet another thing that makes our county really special. People were very excited to participate. Everybody wants to be heard. I think that's important to emphasize, that we count, because we're in the middle of nowhere and we're small but we're active and we care," Scott emphasized. By continuing to meet with other activists, the women hope to keep the march's momentum going. "I've met so many movers and shakers in the community. The process was really fun and educational and inspiring" Scott concluded.



PHOTO COURTESY OF TERRY UYEKI  
**Pictured are the organizers of the march at a meeting in March of 2017. The march and the archival process continues to use its momentum to get people involved and create change.**





# Students receive California Seal of Biliteracy

**By Matteo Denney**  
*Staff Writer*

Sixteen NPA seniors were recently awarded for their hard work in learning foreign languages with the California Seal of Biliteracy. The seal is a highly sought after academic achievement that this year’s seniors worked hard to achieve.

The Seal of Biliteracy is a recognition by the state of California that acknowledges student’s efforts in learning a second language. At NPA, the requirements for obtaining the seal consist of writing an essay, participating in an interview with a native speaker of the learned language, as well as maintaining a good academic standing in a language course.

While the IB programme has its own second language requirements that help students succeed and obtain the seal, the program is different from IB language. “The Seal of Biliteracy is something that the state of California awards, and it is a marker of success,” Marceau Verdiere, NPA french teacher, explained. “Not everybody gets it; you have to demonstrate fluency in the language. The IB language is a course and an exam, but the goal of [the seal] is to be able to go to a foreign

country, be immersed, and function.”

The percentage of students at NPA who receive the Seal is the highest of all the schools in Northern California, with approximately 70% of NPA students succeeding in the program. Verdiere attributes this to the IB’s rigorous language courses. “One of the reasons we are so successful is because the IB prepares [students] really well in language, and NPA gives language the means to succeed,” Verdiere said. “We have a lot of time to study languages and the means to do so, as opposed to other schools that might not take language as seriously.”

NPA senior and student of french Justin Cataldo, a recent recipient of the Seal of Biliteracy, also believes that the IB does prepare for success in the program. “The IB really pushes you to your limits, but overall, it just helps you succeed,” Cataldo said. In addition, he also believes that the language teachers at NPA are also a contributing factor. “The teachers give you everything you need to learn the language while also supporting you to do so,” Cataldo affirmed. “They know how to teach you and how to explain

all the concepts, and I feel like that really prepares you well for the Seal of Biliteracy.”

Cataldo feels that the program has, in fact, prepared him to be able to function and communicate effectively in a foreign country. “This summer, I will be spending three weeks, by myself, in France, and this process really prepared me for that,” Cataldo said. “I really feel like the whole language program at NPA and the push to achieve the California Seal of Biliteracy definitely aided my language learning process. I know it will help me in the future, especially being in France and having to speak the language.”

There are many benefits that come with obtaining the award, according to Cataldo. “Having a background in another language and being certified by the state as bilingual opens up a lot of possibilities career-wise,” Cataldo emphasized. Having knowledge of a second language is shown to increase hireability. With a state certification of bilinguality, career possibilities are undoubtedly expanded. “Plus, I get a cool seal on my diploma,” Cataldo joked.

Already having the highest rate of success in Northern California, NPA has embraced the Seal of Biliteracy as an important component of achieving language proficiency. “I was very surprised, at the award ceremony, to see the proportion of students who received the seal at other schools compared to NPA,” Cataldo said. “The number of students we had that had received it was much higher than some of the other schools, and that made me really proud of our school.” Students at NPA will continue to participate in the Seal of Biliteracy in the years to come, and Verdiere is hopeful that NPA’s success rate will rise. “Our aim is that, one day, 100% of the students will succeed and get the Seal of Biliteracy.”



PHOTO COURTESY OF MARCEAU VERDIERE

**Back left to right: Mike Tierney and Lizette Santiago. Front left to right: Tessa Paulson-Palmer, Isaac Murphy, Trey Vera, Raven Arnold, Isabella White, India Allen, Georgia King, Liam McLaughlin, Tori Roberts, Rachel Post, Morgan Hartlein Allen, Ava Newhouse, Justin Cataldo, and Jeremy Reiner. The NPA recipients of the 2017 Seal of Biliteracy (not including Leah Selcer and Misha Feral) pose for a picture during the awards ceremony. Students from the school received the seal for proficiency in French, Spanish, and Japanese.**

# NPA stays safe

## NPA teacher King leads anti-sex trafficking workshop for students

**By Morgan Hartlein Allen**  
*Staff Writer*

Pornography is only two clicks away. With the recent expansion of the internet, accessing porn is easier than ever before, and its influence on popular media has become increasingly apparent. In effect, it has contributed to creating a culture that promotes the objectification and exploitation of women. “We have a society where men feel like they deserve sex at certain points in their life,” NPA teacher Army King explained. “We see relationships on TV or in movies that showcase it in this commodified way. It shouldn’t be depicted like that. No one ‘deserves’ sex.” He asserted that these aspects of our society, such as the language, media, and acceptable behaviors, have created a demand for sex trafficking.

In April 2017, King and NPA biology teacher Alyssa Guerrero presented a series of workshops to the freshmen and sophomore classes on the subject of sex trafficking. King witnessed local anti-trafficking activist Elle Snow speak at the Rotary Club of Eureka at the beginning of the school year, and soon after, he was contacted by NPA parent Tammy Scott about educating students on the issue. King had been moved by Snow’s discussion and was eager to act.

He informed the other teachers that he planned to incorporate sex trafficking education into his health curriculum and asked if anyone wanted to help him facilitate a presentation for the student body. Guerrero volunteered. “I’m very passionate about [addressing] the issue of sexual violence,” Guerrero expressed. “I let him know I was happy to help in any way I could.”

King decided to use the Prevention Project, an anti-human trafficking organization for which Snow is an ambassador, as his primary resource. The two teachers participated in a three hour teleconference with the North Carolina-based organization where they learned the strategies for educating others on the subject. “We didn’t have to go through much,” Guerrero recalled. “I think that says something. You don’t need to have a degree to be aware of this and to help.” The program was organized into six lessons which covered information such as the parties involved in trafficking, the common profile of a pimp, the vulnerabilities that attract individuals to pimps, and the aspects of society that create the demand for sex trafficking.

Until now, human trafficking hasn’t been incorporated

into the standard health class curriculum. However, both teachers agreed that all young people should be aware of the issue as everyone is susceptible to being trafficked, regardless of race or sexual identity. “Everyone is vulnerable ... not because you’re not intelligent or because you make the wrong decisions [but because] predators know how to target people,” Guerrero said. “[Knowing] how not to be a target is something that young people should be aware of. Help protect each other and fight for each other.”

The workshop itself was received well by students, despite its emotionally demanding content. The teachers found that some topics “hit harder” than others. “There was one occasion when we went over the expectations that girls feel society puts on them,” King recalled. “I was floored by the detailed extent of knowledge that our girls here at the school had about these expectations.” One of the topics that was more complicated to discuss with students was the nature of patriarchy. “We had to have some difficult conversations, especially on the difference between feeling privileged and being privileged and acknowledging societal situations while not having to feel martyred,” King recollected. If at any point students felt uncomfortable they were free to leave.

Some students gave their thoughts on the workshops: “I thought it was very productive. It brought a lot of awareness that wouldn’t have been there otherwise. Seeing as our age demographic is the one that is not only targeted but the most exposed to this kind of thing, we really need to know what’s going on,” Aiden Vergen, a freshman, said.

Freshman Melissa Horne recalled, “It was definitely new stuff that I didn’t know. I think it could’ve been done in a better way though. The program really focused on females and there was no mention of male victims at all.”

“I think it was important that it was a mandatory class because it’s a really prevalent issue and people aren’t going to take the initiative to learn about it outside of school. I wish we had learned more about it on a local scale in the workshop because that’s something that’s relevant in our immediate situation,” sophomore Rose Myers explained. “People that are abducted can be 11 or even younger than that, so at our age, if we know the strategies that pimps use to reel people in and can recognize that, it’s easier to just take care of yourself and be cautious. I think it’s important to know how easily we can be tricked by these people and how convincing they can be.”

# Thank you to all the Heron Herald staff for all your hard work and dedication

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PHOTO BY LEILA MOSS  
**NPA teacher Alyssa Guerrero discusses preventative measures for keeping oneself safe from sex traffickers with students during an all-school meeting. In addition to addressing the entire student body on the issue, a series of informative workshops were held with the freshman and sophomore classes.**